



Agenda

The 517th Meeting of the Trent University Senate
Tuesday, May 14, 2024, 2:00 p.m.
Via Zoom

1. Welcome and Adoption of the Agenda Chair

Traditional welcome--We respectfully acknowledge that we are on the treaty and traditional territory of the Miichi Saagiig Anishnaabeg. We offer our gratitude to First Nations for their care for, and teachings about, our earth and relations. May we honour those teachings.

Open Session

2. Chair's Remarks and Announcements Chair
3. Minutes of the April 9, 2024 meeting of Senate and Business Arising (for approval) Chair Exhibit 1
4. Undergraduate Studies Committee Report (for approval) Senator Norlock Exhibit 2
5. Graduate Studies Committee Report (for approval) Senator Brunetti Exhibit 3
6. Research Policy Committee Report Annual Report (for information) Trent Farm Research Centre (for approval) Senator Brunetti Exhibit 4
7. Academic Planning and Policy Committee (for approval) Senator Khan Exhibit 5
8. Cyclical Program Review Committee Report (for approval) Senator West Exhibit 6
9. Overview of 2024-25 Budget (for information) T. Al-idrissi and C. Turk
10. Any Other Business Chair
11. Adjournment Chair

The 516th Meeting of the Trent University Senate

Tuesday, April 9, 2024 2:00 p.m.

Via Zoom

Minutes

Present were: Senators Leo Groarke (Chair), Jodi Ambrose, Joel Baetz, Peri Ballantyne, Cathy Bruce, Craig Brunetti, Bruce Cater, Michael Chan-Reynolds, Kirk Collins, Anthony Coulter, Finis Dunaway, Noah Edwards, Scott Henderson, Holger Hintelmann, Richard Hurley, Nancie Im-Bolter, Michael Khan, William Kim, Jean-François Koprivnjak, Lawrence Lam, Hugo Lehmann, Kelly McGuire, Dennis Murray, Heather Nicol, Kathryn Norlock, Fergal O'Hagan, Karleen Pendleton Jiménez, Catalina Sagarra, Paula Sherman, Mark Skinner, Emily Tufts, Sarah Twomey, Beth Wallace, Sarah West, Rylin Wormington, Robert Wright, Juman Zanzoul and Asaf Zohar. Official Visitors Heather Crowley, Connor Koch, and Brendon Remmelgas. Associate University Secretary (Senate) Tara Harrington and Coordinator, Board and Senate Support Taylor Edwards.

Regrets: Senators Stefan Bilaniuk, Shutao Cao, Ann Celestini, Paul Manning, Liam Mitchell, Suresh Narine, Rovel Rehman, and Shaun Watmough. Visitors Alma Barranco-Mendoza, Geoff Navara and David Tough

Welcome and adoption of the Agenda

The meeting opened with a welcome to the traditional territory:

We respectfully acknowledge that we are on the treaty and traditional territory of the Michi Saagiig Anishinabeg. We offer our gratitude to First Nations for their care for, and teachings about, our earth and relations. May we honour those teachings.

Open Session

Chair's Remarks and Announcements.

The Chair announced that he would not be present for the May meeting of Senate, so this was to be his last meeting. He expressed his gratitude for the work undertaken by Senators during his term noting that Senate has advanced a significant number of new initiatives while facing challenges such as those posed by COVID and uncertain government funding. He noted that Karleen Pendleton Jiménez would be completing her term as Academic Colleague and thanked her for her many contributions while in that role. The Chair also thanked staff in the Secretariat who support Senate.

Minutes and Business arising Meeting of March 12, 2024. The minutes were approved as presented.

Undergraduate Studies Committee Report. Senator Norlock presented the report which included the following recommendations:

Kinesiology- New Co-op program.

Political Studies-New undergraduate Certificate in Political Leadership.

Nursing—New articulation agreement with Seneca College that would allow qualified graduates of Seneca's Practical Nursing diploma program to enter Trent's Nursing program with advanced standing.

Criminology-- Two new articulation agreement with Loyalist College that would allow qualified graduates of Loyalist's Community and Justice Services and Protection, Security and Investigation diploma programs to enter Trent's Criminology program with advanced standing.

Policing & Community Well-being-- New articulation agreement with Loyalist College that would allow qualified graduates of Loyalist's Police Foundations diploma program to enter Trent's Policing & Community Well-being program with advanced standing.

Biomedical Science--Modify program requirements for the Bachelor of Science Biomedical Science single-major Honours program.

Communications-Modify program requirements for the single-major Honours program, the joint-major Honours program the single-major General program and the joint-major General program. Rename and modify requirements for Specialization in ~~Media Relations~~ Public Relations.

Computer Science—Modify co-op requirements.

Political Studies—New regular course POSY-IDST 4873H.

Senate approved the recommendations as presented.

Graduate Studies Committee Report. Senator Brunetti presented the report which included the following recommendations:

MSc and MA in Applied Modelling & Quantitative Methods--Addition of new stream-Data Science and Analytics.

MA in Canadian Studies & Indigenous Studies—New courses- CSID 5305H and CSID 5452H.

Ph.D. in Indigenous Studies—Modify program requirements-specifically, the language requirement.

Change cross-listing with another program: AGNG-CSID-SUST 5801H-CAST 6801H.

Addition of course exclusion-CSID-HIST-SUST 5171H-CAST 6171H.

Master of Management—Addition of new stream-Health Care Management.

MSc in Forensic Science—Addition of course description-FRSC 5009H.

Senate approved the recommendations as presented.

2024-25 Meeting Schedule. Senate approved the schedule as presented.

2024-25 Faculty Committee List. Senator Skinner presented the report noting that the list contained a few minor errors which would be corrected as well as some vacancies which would be filled over the next few months.

Senate approved the list.

COU Academic Colleague Report. Senator Pendleton Jiménez reported on the recent meetings of the Colleagues. Cheryl Foy, a consultant on university governance, had addressed the Colleagues on the challenges of governance. Among other things she had observed that the autonomy of universities was being threatened.

Any Other Business. Senator Khan led Senators in a cheer to the president. He reminded Senators that during the president's term(s) Trent had seen unprecedented growth in enrolment and that the president had fostered initiative, collaboration and program development.

Adjournment.

The meeting adjourned at 3:14.

Dr. L. Groarke, Chair

T. Harrington, Secretary



2023–2024 Undergraduate Studies Committee

7th Report to Senate – May 14, 2024

Notes

- Unless otherwise indicated, all curriculum changes will take effect in the 2024-2025 Academic Year
- Calendar copy deletions are marked with a strikethrough, and additions are marked with an underline

For Senate Approval – Major Modifications

1) Articulation Agreements – Centennial College

Two new articulation agreements are proposed between Trent University and Centennial College to enable qualified graduates of Centennial's Biotechnology diploma program and Biotechnology advanced diploma program to enter a Trent Bachelor of Science program with advanced standing, receiving 6.0 credits (diploma) or 8.0 credits (advanced diploma) toward the 20-credit degree:

Calendar copy

Degree Completion Programs – Centennial College

Bachelor of Science, Honours—any major

Qualified students may enter the Bachelor of Science (Honours) degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Biotechnology Diploma program with a minimum overall average of 75%.

Qualified students may enter the Bachelor of Science (Honours) degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Biotechnology Advanced Diploma program with a minimum overall average of 75%.

2) Articulation Agreements – Centennial College / Business

Five new articulation agreements are proposed between Trent University and Centennial College to enable qualified graduates of the following Centennial diploma programs to enter Trent's Bachelor of Business Administration program with advanced standing, receiving 10.0 credits toward the 20-credit degree:

- Business – Human Resources Diploma
- Business – Marketing Diploma
- Business Administration – Human Resources Advanced Diploma
- Business Administration – Leadership and Management Advanced Diploma
- Business Administration – Marketing Advanced Diploma

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Degree Completion Programs – Centennial College

Business Administration (Bachelor of Business Administration, Honours)

Qualified students may enter the Business Administration degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business – Human Resources Diploma program with a minimum overall average of 75%.

Qualified students may enter the Business Administration degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business – Marketing Diploma program with a minimum overall average of 75%.

Qualified students may enter the Business Administration degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business Administration – Human Resources Advanced Diploma program with a minimum overall average of 75%.

Qualified students may enter the Business Administration degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business Administration – Leadership and Management Advanced Diploma program with a minimum overall average of 75%.

Qualified students may enter the Business Administration degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business Administration – Marketing and Consumer Culture Advanced Diploma program with a minimum overall average of 75%.

3) Articulation Agreement – Georgian College

A new articulation agreement is proposed between Trent University and Georgian College to enable qualified graduates of Georgian’s General Arts and Science diploma/certificate program to enter a Trent Bachelor of Arts program with advanced standing, receiving 8.0 credits (diploma) or 5.0 credits (certificate) toward the 20-credit degree:

Calendar copy

Degree Completion Programs – Georgian College

Bachelor of Arts, Honours—any major

Qualified students may enter a Bachelor of Arts (Honours) degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the General Arts and Science Certificate/Diploma program with a minimum overall average of 75%.

4) Articulation Agreement – Sault College / Child & Youth Studies

A new articulation agreement is proposed between Trent University and Sault College to enable qualified graduates of Sault’s Child & Youth Care advanced diploma program to enter Trent’s Child & Youth Studies Honours program with advanced standing, receiving 7.0 credits toward the 20-credit degree:

Calendar copy

**Degree Completion Programs – Sault College
Child & Youth Studies (Bachelor of Arts, Honours)**

Qualified students may enter the Child & Youth Studies degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Child and Youth Care Advanced Diploma program with a minimum overall average of 75%.

5) Articulation Agreement – Sault College / Social Work

A new articulation agreement is proposed between Trent University and Sault College to enable qualified graduates of Sault's Social Service Worker diploma program to enter Trent's Social Work program with advanced standing, receiving 6.0 credits toward the 20-credit degree:

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**Degree Completion Programs – Sault College
Social Work (Bachelor of Social Work, Honours)**

Qualified students may enter the Child & Youth Studies degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Child and Youth Care Advanced Diploma program with a minimum overall average of 75%.

For Senate Approval

1) Communications

The Program proposes to introduce three new regular courses:

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COMM 2005H: Writing for the Communications Industries

This course provides students with a strong foundation in both technical and creative writing for the communications industries. Through application of communications theory, rigorous case study analysis, and weekly writing assignments, students will develop a holistic writing skill set aimed at improving craft, style, professionalism, clarity, and adaptability across mediums. Prerequisite: 2.0 university credits including COMM 1000H.

COMM 4800Y: Communications Field Placement

In the course's first half, students learn how to find and apply for positions in the Communications field. In the second half, students gain professional experience by working with a partnering organization. The details of each student's placement are determined through consultation with the placement supervisor, the instructor, and the student. Prerequisite: A minimum 70% cumulative average and 10.0 university credits. Open only to students in the Communications program or with permission of the instructor.

COMM 4801H: Communications Internship

This half-year internship allows students the opportunity to gain practical experience in professional communications settings. During the internship, coursework lends

support to the field experience. Students wishing to enrol must secure their own internships and have their participation in the course approved by the deadline. Available in fall or winter. Prerequisite: A minimum 70% cumulative average and 10.0 university credits. Open only to students in the Communications program or with permission of the instructor.

2) Criminology

The Program (within the Department of Sociology) proposes modify program requirements:

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Bachelor of Arts Program in Criminology

The single-major Honours program. 20.0 credits including the following 12.0 credits:

- ~~5.0~~ 3.0 CRIM credits consisting of CRIM 1615H, 2616H, 2617H, ~~2618H, 2619H,~~ 3617H, 3650H, 3660H, ~~4220H, and 4230H~~
- 2.0 CRIM credits at the 4000 level
- 2.0 2.5 CRIM credits at the 3000 level or beyond in addition to the above
- 1.0 CRIM credit in addition to the above
- 0.5 FRSC credit consisting of FRSC 1100H
- 1.0 INDG credit consisting of INDG 1001H and 3201H
- ~~3.0 SOCI credits consisting of SOCI 1001H, 1002H, 2220H, 2610H, 4110H, and 4270H~~
- 1.0 SOCI credit consisting of SOCI 1001H and 1002H
- 0.5 SOCI credit from SOCI 2220H or 2610H
- 0.5 WRIT credit consisting of WRIT 1001H

3) Education

The School proposes to modify the requirements for the Teacher Education Stream (TES), replacing the current TES courses with new courses:

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Program Requirements

Year 1

- 1.0 EDUC credit consisting of ~~EDUC 1010H and 1020H~~ EDUC 1050H and 1051H

Year 2

- 1.0 EDUC credit consisting of ~~EDUC 2010H and 2020H~~ EDUC 2950H and 2051H

Year 3

One of the following:

- Option 1: ~~0.5 EDUC credit consisting of EDUC 3010H~~ 1.0 EDUC credit consisting of EDUC 3050H and 3051H
- Option 2: Successful completion of a Year Abroad Program

Year 4

- 1.0 EDUC credit consisting of ~~EDUC 4010H and 4020H~~ EDUC 4050H and 4051H

Field Experiences

Teacher Education Stream students in field experience courses are responsible for arranging a field experience in alignment with expectations outlined in the most recent Teacher Education Stream Handbook. Field experience courses are evaluated with a pass/fail designation on the transcript. Academic performance equivalent to a minimum grade of 77% will be required for a pass.

~~EDUC 1010H: Understanding Teaching and Learning 1~~

~~EDUC 1020H: Understanding Teaching and Learning 2~~

~~EDUC 2010H: Conceptions and Dispositions in Teaching and Learning 1~~

~~EDUC 2020H: Conceptions and Dispositions in Teaching and Learning 2~~

~~EDUC 3010H: Learning and Literacy~~

~~EDUC 4010H: Topics in Mathematics Education~~

~~EDUC 4020H: A STEAM Driven Classroom~~

EDUC 1050H: Understanding Teaching and Learning through Social Justice

Lenses

Introduces teaching and learning from the perspective of various social justice lenses. Students begin to develop understandings of the scope of what it can mean to be “a teacher” in a variety of educational contexts, and how issues of socio-ecological justice (and injustice) permeate all aspects of teaching and learning. Not open to students with credit for EDUC 1010H or 1020H.

EDUC 1051H: Field Experience in Teacher Education Stream I

Field experience in the Teacher Education Stream is designed as an opportunity for consolidation and enrichment of educational perspectives and inquiry through placement in an education related setting. This course is designed to augment the learning in the companion course, EDUC 1050H. Not open to students with credit for EDUC 1010H or 1020H.

EDUC 2051H: Field Experience in Teacher Education Stream II

Field experience in the Teacher Education Stream is designed as an opportunity for consolidation and enrichment of educational perspectives and inquiry through placement in an education related setting. This course is designed to augment the learning in the companion course, EDUC 2950H. Prerequisite: 60% or higher in EDUC 1050H and a pass in EDUC 1051H; or 60% or higher in EDUC 1020H. Not open to students with credit for EDUC 2010H or 2020H.

EDUC 2950H: Conceptions and Dispositions in Teaching and Learning

Students investigate the nature of teaching, making space and place for social justice in education, within and against the context of representations of teaching and learning in society and media. Students will extend their understanding of what it can mean to be “a teacher” in a variety of educational contexts. Prerequisite: 60% or higher in EDUC 1050H or 1020H. Not open to students with credit for EDUC 2010H or 2020H.

EDUC 3050H: Literacies, Languages, and Schooling

Considers new approaches to thinking about literacy for twenty-first century educators. Students explore literacy learning and human interaction, challenging the

monomodality of conventional school-based forms of learning to read and write as literacy. Students will encounter a range of learning theories related to literacy and language across the curriculum, embedded in the socio-cultural turn in literacy education. Prerequisite: 60% or higher in EDUC 2950H or 2020H, or a pass in EDUC-INDG 1030H. Not open to students with credit for EDUC 3010H.

EDUC 3051H: Field Experience in Teacher Education Stream III

Field experience in the Teacher Education Stream is designed as an opportunity for consolidation and enrichment of educational perspectives and inquiry through placement in an education related setting. This course is designed to augment the learning in the companion course, EDUC 3050H. Prerequisite: 60% or higher in EDUC 2950H and a pass in EDUC 2051H; or 60% or higher in EDUC 2020H. Not open to students with credit for EDUC 3010H.

EDUC 4050H: A Mathematics and STEAM Driven Classroom

This course considers both subject and pedagogical knowledge related to mathematics and STEAM within the context of the elementary and intermediate ages. Active exploration of the mathematical and STEAM (science/technology/engineering/arts/math) knowledge necessary to effectively support mathematics, science, and technology development for learners. An exploratory approach to teaching and learning is supported through interaction and frequent collaboration. Prerequisite: 60% or higher in EDUC 3050H or 3010H; or successful completion of a year abroad program and 60% or higher in EDUC 2950H or 2020H; or a pass in EDUC-INDG 1030H. Not open to students with credit for EDUC 4010H or 4020H.

EDUC 4051H: Field Experience in Teacher Education Stream IV

Field experience in the Teacher Education Stream is designed as an opportunity for consolidation and enrichment of educational perspectives and inquiry through placement in an education related setting. This course is designed to augment the learning in the companion course, EDUC 4050H. Prerequisite: 60% or higher in EDUC 3050H and a pass in EDUC 3051H; or 60% or higher in EDUC 3010H. Not open to students with credit for EDUC 4010H or 4020H.

EDUC 3010H and 4010H will be replaced with EDUC 3050H and 4050H in the Concurrent Bachelor of Education – Indigenous Program.

4) Gender & Social Justice

The Department proposes to introduce a new regular course:

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GESO 2183H: (Un)Making Men: Introduction to Masculinity Studies

What makes a man? Does masculinity have an inherent, fixed quality or does it change over time? This course examines the social construction of masculinity and traces how masculine identities, actions, and experiences circulate in, and are structured by, diverse economic and political contexts, social conventions, and cultural spaces. Prerequisite: GESO 1001H and 1002H.

For Senate Information

1) Business / Logistics & Supply Chain Management

The School will make the following minor change to course:

Crosslist, prerequisite:

ADMN-ECON-LSCM 4890Y: Business Internship

Designed for students interested in gaining in-depth, practical industry experience, while enhancing their classroom knowledge with real-world, paid industry positions. Students spend 6, 8, 12, or 16 months working full time in industry and return to Trent for a final term. Students apply, interview, and compete for limited positions. Course is graded on a pass/fail basis.

ADMN prerequisite: A minimum 75% cumulative average and 14.5 university credits including ADMN and ECON credits required for a single major in years 1-3, or permission of the director.

ECON prerequisite: A minimum 75% cumulative average and 14.5 university credits including ECON credits required for a single major in years 1-3 and 2.0 ADMN credits, or permission of the director.

LSCM prerequisite: A minimum 75% cumulative average and 14.5 university credits including LSCM, ADMN, and ECON credits required for years 1-3, or permission of the director.

Open only to students in the BBA program or the single-major Honours program in Economics or Logistics & Supply Chain Management. Not for credit toward a major in Business Administration or Economics. Logistics & Supply Chain Management students may take LSCM 4890Y in lieu of LSCM 4500Y. Not open to co-op students.

LSCM 4890Y will be added to the Bachelor of Arts program in Logistics & Supply Chain Management:

Calendar copy

The single-major Honours program. 20.0 credits including the following 14.0 credits:

- ~~6.0~~ 5.0 LSCM credits consisting of LSCM 1001H, 2002H, 2003H, 2005H, 3000H, 3100H, 3400H, 3500H, 4200H, 4400H, ~~and 4500Y~~
- 1.0 LSCM credit from LSCM 4500Y or 4890Y
- 3.0 ADMN credits consisting of ADMN 1221H, 2080H, 2100H, 3021H, 3430H, and 4030H
- 3.0 COIS credits consisting of COIS 1010H, 1620H, 2620H, 3510H, 3750H, and 3850H
- 2.0 ECON credits consisting of ECON 1010H, 1020H, 1250H, and 2200H

2) Canadian Studies

The School will make the following minor change to course:

Crosslist, description:

CAST-ANTH 4953H: Special Topic: The Changing Arctic

~~Examines historical and contemporary issues in Arctic Canada with an eye to environmental, economic, and social changes affecting the region. Particular~~

~~attention is devoted to Inuit of Nunavut Territory, and how Inuit experience and meet these changes. Students engage with readings and discussions the “North.”~~

Examines historical and contemporary issues in Arctic Canada with an eye to environmental, economic, and social changes affecting the region. Students engage with readings and discussions on the “North.” Prerequisite: 14.0 university credits or permission of the instructor.

3) Criminology

The Program (within the Department of Sociology) will make the following minor changes to courses:

Crosslist, prerequisite:

CRIM-GESO-PLCW 3625H: Sexed Violence

Prerequisite: 7.0 university credits including 60% or higher in CRIM 2616H or GESO 2141H.

Crosslist:

CRIM-PLCW 4220H: Deconstructing the “Ideal Victim”

Exclusion:

CRIM 3640H: The Politics of Incarceration

Not open to students with credit for PLCW-CRIM 4002H.

Crosslist:

SOCI-CRIM 4110H: Legal Research Methods

SOCI-CRIM 4270H: Sociology of Law

4) English Literature

The Department will introduce a new trial course:

Calendar copy

ENGL 4857H: The Play's the Thing

This course offers students practical experience in creating live theatre in collaboration with Peterborough's *Electric City Players*. Students may explore on-stage and back-stage opportunities, and will help realize a production of a play and engage in community educational outreach along the way. Enrolment requires the approval of the instructor. Prerequisite: 4.0 ENGL credits and permission of the instructor. Strongly recommended: ENGL 2150Y/2151H or 2152Y/2153H.

5) Gender & Social Justice

The Department will make the following minor changes to courses:

Crosslist, prerequisite:

GESO-CAST-CRIM-POST-SOCI 3962H: Gender, Sexualities, and the Law

Prerequisite: 1.0 GESO, WMST, CAST, CRIM, and/or POST credit, or permission of instructor.

Crosslist:

GESO-CRIM 3965H: Gender-Based Violence: Issues, Impacts, and Resistance

Prerequisite: 6.0 university credits including GESO 1001H.

Crosslist, prerequisite:

GESO-CAST-CRIM-SOCI 3966H: Criminalizing Women

Prerequisite: 1.0 GESO, WMST, CAST, CRIM, and/or SOCI credit, or permission of instructor.

6) History

The Department will make the following minor changes to course:

Title, description:

HIST-IDST 2422H: ~~Unchained Africa—Resistance and Survival~~

~~Traces the legacies of the heritage which is central to black cultures in the Americas. Those sold from Africa brought skills to replicate communities as well as religious traditions like voodoo. Despite savage efforts to erase them, diasporic populations resisted, maintaining their identities despite sustained violence and trauma.~~

~~Prerequisite: 3.0 university credits or permission of the chair.~~

HIST-IDST 2422H: Freedom Narratives—Celebrating Resistance and Survival

Traces legacies of the heritage central to Black cultures in the Americas. Those taken from Africa brought knowledge and skills, preserving their religious traditions, aesthetics, music, and foodways. Considers the ways these diasporic populations have dealt with trauma and maintained their identities amid the legacy of the transatlantic slave trade. Prerequisite: 3.0 university credits or permission of the chair.

7) Policing & Community Well-Being

The Program will make the following minor changes to courses:

Crosslist:

PLCW-CRIM 2001H: Restorative Justice

PLCW-CRIM 2010H: Conflict Resolution

PLCW-CRIM 2011H: Wrongful Convictions

PLCW-CRIM 3010H: Policing Youth Crime and Justice

PLCW-CRIM 4002H: Prisons and Punishment

PLCW-CRIM 4007H: Policing and Controlling Drugs in Canada

PLCW-CRIM 4009H: Surveillance and Technology Studies

PLCW-CRIM 4100H: The Politics of Crime Prevention

8) Political Studies

The Department will make the following minor changes to courses:

Title, description:

POST 3161H: ~~Populism in the Twenty-First Century~~

~~Examines the phenomenon of populism as ideology and political strategy with linkages to white supremacy and authoritarian nationalism. Scrutinizes its~~

~~proliferation on social media along with its pandemic and foreign policy expressions. Central to this are issues of race, class, and gender and to what extent they inform populist manifestations. topics may include political manifestations such as militias, social movements, or terrorism. Prerequisite: 4.0 university credits.~~

POST 3161H: Extremism in the Twenty-First Century

Examines (violent) extremism as ideology and political strategy with linkages to assassinations, militias, political parties, rebellions, or acts of terrorism. Scrutinizes their proliferation on social media along with their domestic and foreign policy expressions. Larger goal is to understand the sources of political violence as well as potential solutions. Prerequisite: 4.0 university credits.

Prerequisite:

POST-CAST 4452H: Trust and Leadership in Parliament: The Prime Minister and the House of Commons

~~10.0 university credits including 1.0 POST and/or CAST credit at the 2000 level, and 2.0 credits at the 3000 level of which at least 1.0 must be POST and/or CAST or enrolment in the Certificate in Political Leadership.~~

POST 3850H; one of POST 1001H or 1002H; and 0.5 additional POST or CAST credit at the 2000 level or beyond.

9) Teaching English as a Foreign Language

The Program will make a minor change to postgraduate certificate requirements:

Calendar copy

The Certificate program consists of the following 5.0 credits:

- 1.0 EAPP credit consisting of EAPP 2010H and 2020H
- 2.0 EDUC credits consisting of EDUC 4336H, 4387H, 4388H, and 4390H
- ~~— 2.0 LING credits consisting of LING 2002H, 2003H, 2010H, and 3060H~~
- 2.0 LING credits from LING 1001H, 2002H, 2003H, 2010H, 3060H, and 3070H

Graduate Studies Committee
Report to Senate at April 25, 2024

Unless otherwise noted all changes will take effect May 1, 2024.

For Senate Approval, Major Changes

1. Master of Arts in Interdisciplinary Aging Studies

Addition of new course: Professional Practice in Knowledge Mobilization (AGNG 5003H)

- a) **Rationale:** It is important for students to effectively share academic findings with non-academic audiences. The course provides students with an experiential learning opportunity that will also broaden their exposure to knowledge mobilization. The change to the course title best describes the new course.
- b) **Details of Change:** Addition of new course. Title of new course, AGNG 5003H, changed from *Placement in Interdisciplinary Aging Studies* to *Professional Practice in Knowledge Mobilization*.
- c) **Proposed Calendar Copy:**

Program Requirements

- AGNG 5003H – ~~*Placement in Interdisciplinary Aging Studies*~~ *Professional Practice in Knowledge Mobilization* (0.5 credit)

AGNG 5003H Professional Practice in Knowledge Mobilization

Completion of an experiential skill-based course designed to broaden the student's exposure to knowledge mobilization. This practicum course gives students the chance to work on knowledge mobilization within the Trent Centre for Aging & Society for the duration of one term.

2. Ph.D. in Psychology

Addition of new course: Practicum course in University Level Teaching in Psychology (PSYC 6640H)

- a) **Rationale:** The course provides an opportunity for students to apply their knowledge base as well as gain professional experiences and skills that will be helpful in their future careers. The change to the course code and title aligns it with current coding practices and best describes the new course, respectively.
- b) **Details of Change:** Degree requirement changed from PSYC 7000H, *Teaching Practicum*, to PSYC 6640H, *Practicum course in University Level Teaching in Psychology*. Addition of PSYC 6640H.
- c) **Proposed Calendar Copy:**

DOCTORAL

– ~~*PSYC 7000H Teaching Practicum*~~ *PSYC 6640H Practicum course in University Level Teaching in Psychology*

PSYC 6640H: Practicum course in University Level Teaching in Psychology

This practicum course prepares students to develop and teach undergraduate courses in Psychology. Students will become familiar with best practices for university-level pedagogy in psychology and work towards developing their own course syllabus, including the selection and evaluation of course content, design of summative and formative assessment methods, and the delivery of small lessons and a full guest lecture.

3. Graduate Admissions

Change to Graduate Special Student Policy

- a) **Rationale:** The Graduate Special Student Policy required revisions to language and fees due to new professional programs and differentiated tuition costs.
- b) **Details of Change:** Addition of new language regarding fees and minor revisions to current policy. Graduate Special Student Policy.
- c) **Proposed Calendar Copy:**

The student must possess the requisite academic background for success in the course by meeting the minimum admission requirements of a program or be deemed acceptable by the Graduate Program Director and the Dean of Graduate Studies. The student must apply and submit official transcripts and a rationale for admission as a special student. (No reference letters, ~~or~~ plan of study, or writing sample are required).

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Normally, non-degree students are eligible to take up to a maximum of two half credits or one full credit.

Fees are set annually. Payment is due upon registration.*

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***Graduate Special Student Fees**

Each year, the course fee for a Graduate Special Student will be determined as 30% of the single term tuition rate for the respective graduate program.

For graduate programs with a per course tuition structure, Graduate Special Students will be charged according to the annual per course cost.

4. Graduate Admissions

Change to Graduate Transfer Credit Policy

- a) **Rationale:** The Graduate Transfer Credit Policy required additional language to clearly inform students of the University regulations.
- b) **Details of Change:** Addition of new language regarding how many non-Trent credits can be applied towards a student's degree requirements and what transfer credits may be considered.
- c) **Proposed Calendar Copy:**

Students may petition to have previous graduate credits transferred from other academic institutions to their Trent graduate degree. Requests for evaluation of possible transfer credits must be made at the time of admission. Approved credits will be outlined in the offer of admission. Students must submit official transcripts, course descriptions, and other supporting documents as requested by the graduate program before consideration will be given to grant transfer credits. The total of non-Trent credits (either transfer credits or credits taken on Letter of Permission) may not exceed half of the degree requirements. Specific degree requirements may mean that not all transfer credits awarded are applicable to a degree program. Normally, credits must have been received in the last 5 years with a minimum grade of B- (70%) or equivalent. Assignment of transfer credits for courses completed more than 5 years ago will be considered on an individual basis.

If a student transfers to a different graduate degree program, the transfer credits assigned on admission may not all apply to the new graduate degree program. It is the student's responsibility to understand their academic program requirements.

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Senate Report

May 2024

This report to Senate contains:

1. Annual Report of the Research Policy Committee (for approval)
 - a. RPC Committee Activity
 - b. Research Awards
 - c. Internal Grants
 - d. Research Activity and External Grants
2. Trent Research Farm Centre Proposal

Annual Report of the Research Policy Committee
Prepared for Senate, May 14, 2024

RPC Committee Activity

During the 2023-24 academic year, the Research Policy Committee (RPC) met six (6) times at meetings chaired by Dr. Cathy Bruce, Vice President, Research & Innovation, with between-meeting reviews and additional Subcommittee meetings.

Indirect Costs Policy

The Indirect Costs Policy was last reviewed and approved in 2004. Members of the 2023-24 Research Policy Committee established a working group to review Trent University's Indirect Costs Policy.

The policy was revised by the Indirect Costs Subcommittee and endorsed by the Research Policy Committee in February 2024, followed by review and approvals from Senate Executive Committee, Faculty Board, Senate, and the Board of Governors in March 2024.

This policy applies to all research grants/contracts and research service contracts/agreements entered into by Trent University. The purpose of this policy is to ensure that some of the costs of the professional, operational, and physical infrastructure required for research at the university are sufficiently funded. The policy is in alignment with Indirect Costs Policies at other Ontario Universities and defines contribution rates and articulates how funds are distributed.

The Indirect Costs Policy was posted to Trent University's Leadership and Governance website in March 2024. The next review of this policy will be in five years (2029).

Policy on Research Involving Human Participants

Members of the Research Policy Committee established a working group to review Trent University's Policy on Research Involving Human Participants. The policy was last reviewed and approved in January of 2021. There was a short review cycle for this policy to ensure further efficiencies and process refinements.

Trent University's Policy on Research Involving Human Participants was reviewed and revised by the Policy on Research Involving Human Participants Subcommittee of the Research Policy Committee, and a supplementary document *Ethics Procedures for Reviewing Research Involving Human Participants* was developed.

The Policy and Procedures documents were endorsed by the Research Policy Committee in February 2024, followed by review and approvals from Senate Executive Committee, Faculty Board, and Senate in March 2024.

This Policy applies to all departments of the University and is intended to protect researchers and/or principal investigators (PI), the participant(s), and to protect various rights and responsibilities of the respective parties throughout research endeavors.

The University's principal reference for ethics review is the Tri-Council Policy Statement 2 (TCPS2 2022 version), with which the University has agreed to comply pursuant to the Memorandum of Understanding between the University and the three agencies that make up the Tri-Council. The revised Trent Policy acknowledges the need for continuing interpretation and refinement of applicable policies to account for diversity and changes in research methods and perspectives, contexts and cultures. Thus, continued awareness and consultation in the research community is essential.

The Policy on Research Involving Human Participants was posted on the Trent Office of Research and Innovation website and to Trent University's Leadership and Governance website in March 2024. The next review of this policy will be in five years (2029).

Molecules, Cells & Systems Research Centre

In accordance with Trent University's Policy on Research Organizations, members of the Research Policy Committee completed a review of the proposal submitted by the Molecules, Cells & Systems Research Group to be designated as a Research Centre. The Research Policy Committee endorsed the proposal in March of 2024. The proposal was forwarded to Senate for consideration of academic implications, and to the Board of Governors for consideration of financial implications. The proposal was approved by Senate and was approved by the Board of Governors in March 2024.

Research Awards

Early Career Researcher Award

The Research Policy Committee was responsible for the adjudication of Trent University's Early Career Researcher Awards, which recognizes promising early career researchers at the University and is designed to help accelerate early-stage career faculty in building a sustainable research program.

The 2023-2024 Early Career Researcher Awardees are:

- Dr. Carlo Bradac, Physics & Astronomy
- Dr. Jackson Pind, Chanie Wenjack School of Indigenous Studies
- Dr. Raheleh Saryazdi, Psychology (Durham campus)

The Early Career Researcher Awards are presented at the Celebration of Teaching and Research Excellence.

Research Impact Award

The Research Policy Committee is responsible for the adjudication of the Research Impact Award, which recognizes Trent University research that is original and impactful, and has contributed significantly to society (local, regional, national, and/or international).

The 2024 Research Impact Awardees are:

- Dr. Naomi Nichols, Sociology
- Dr. Whitney Lackenbauer, Canadian Studies

The Research Impact Awards are presented at the annual Heart of the Trent ceremony.

Please note that for 2023-2024, there will be no award for the Trent Distinguished Researcher Award. The Research Policy Committee has been charged with reviewing this award in its entirety.

Internal Research Grants

The Research Policy Committee Subcommittees: Health Studies/Sciences Research Grants Subcommittee, NSERC Research Grants Subcommittee, SSHRC Research Grants Subcommittee, awarded 33 internal grants to Trent faculty for research development and knowledge mobilization. These grants are aimed at propelling further external grant proposals and ensuring that consequential research activity and findings are being shared widely.

Research Activity and External Grants

Research activity requiring certification (April 1st, 2023 – March 31st, 2024):

There are currently 355 active research projects underway which required ethics approval or biosafety certification prior to commencement of the research. Human and animal ethics applications active between April 1st, 2023 – March 31st, 2024, were linked with 67 funded research projects. The remaining ethics certifications include faculty and student projects that do not have any associated funding.

The 355 projects include certification for research involving:

- Humans (301) (40 linked awards)
- Animals (47) (27 linked awards)
- Biohazardous Materials (7)

Tri-Agency funding, new

In the 2023-2024 fiscal year, Trent received 36 new Tri-Agency awards, including:

- 1 CIHR award with a total value of \$5,667;
- 26 NSERC awards with a total value of \$5,525,564;
- 9 SSHRC awards with a total value of \$752,394.

Tri-Agency funding, new and ongoing

There currently are 148 active Tri-Agency funded projects involving Trent researchers as principal investigators, or co-applicants at Trent receiving funds from other institutions.

Total funding from these projects is \$22,677,393:

- 3 CIHR awards with a total of \$824,759;
- 93 NSERC awards with a total of \$16,605,750;
- 52 SSHRC awards with a total of \$5,246,884.

As a special note, the recent announcement of 1.5 million dollars for an NSERC Alliance Grant on Critical Minerals awarded to a robust Trent research team (Dr. Dang, PI) illustrates the power of collaborative efforts.

Tri-Agency application submissions

Tri-Agency grant applications submitted through/reviewed by the Office of Research & Innovation with Trent researchers as the principal investigators have nearly doubled over the past three (3) fiscal years (44 in 2021-2022, 59 in 2022-2023, 84 in 2023-2024). Decisions on all of these applications have not yet been received. This increase demonstrates an upsurge in research activity and intensification which is very encouraging.

Respectfully submitted, by Chair, Dr. Cathy Bruce, Vice President, Research & Innovation and the 2023-24 Research Policy Committee.

To: Senate Executive (May 7, 2024)
Senate (May 14, 2024)
Board of Governors (June 27, 2024)

From: Dr. Cathy Bruce, Vice-President, Research and Innovation on
behalf of the Research Policy Committee

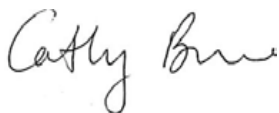
Re: Trent Farm Research Centre Proposal

The Policy on Research Organizations states that the creation of new Research Centres requires approval by both Senate (academic implications) and the Board of Governors (financial implications). This proposal is for a Research Centre designation and structure at the new Trent Farm.

The attached proposal outlines the purpose of the Trent Farm Research Centre as being: to create a living, learning, and research hub that will support efforts of the Ontario sustainable agri-food sector to transition to a resilient food future, while providing the tools and training necessary for Trent graduates to be leaders in environmental, Indigenous environmental studies and sciences, and agricultural fields.

Appendices A and B in the attached provide details on membership and governance as well as the projected financing for the Trent Farm Research Centre. Trent University's Board of Governors has approved an allocation of \$350,000 for base operations in years 1-5 as the Research Centre and the Farm itself are established.

Thank you,



Dr. Cathy Bruce Vice President, Research and Innovation

Trent University Research Centre Proposal

Trent Farm Research Centre

April 2024

K. A. Thompson

The Problem: The farming landscape in Canada faces a crisis with an estimated 40% of Canadian farmers planning to retire within the next ten years, fewer farmers entering the profession, and significant losses of farmland (e.g., 319 acres of Ontario farmland lost per day). However, there are opportunities for re-growth and renewal in the sector: new farmers are increasingly first-time practitioners, and the number of new female farmers has also increased. At the same time, a changing climate and increasing demands for regionally produced food have put pressure on agricultural land, the area of which is likely to expand into regions not currently under intensive cultivation. In this context, warmer temperatures coupled with more variable precipitation shift optimal growing areas, with predicted expansion of agricultural lands into regions in Canada not previously under intensive cultivation practices, such as East Central Ontario. These emerging agricultural hotspots are situated within diverse landscapes which provide a unique role for these regions suited to small-scale agriculture. East Central Ontario has variable topography, thinner, rockier soils, and different climatic restraints than Southwestern Ontario, where most agronomic research has traditionally been conducted; therefore, there is an *urgent need to develop scientific-based understanding that can promote and accelerate the development of these new agricultural hotspots to secure sustainable food production*. Additionally, East Central Ontario has one of Canada's most rapidly aging rural-agricultural populations, further emphasizing the need for transformative systems-based actions to support rural communities in this region. Finally, better support of Indigenous food sovereignty is needed to revitalize and support First Nations foodways and food security.

Trent University Support: Trent University is well-positioned to become a regional and provincial leader in agri-food research. Sizeable investments (see 'Institutional Support') have been made in the Sustainable Agriculture and Food Systems (SAFS) program hosted by the Trent School of Environment in the last 6+ years, namely creation of the *Specialization in Small Scale Agriculture*, notable fundraising efforts to secure funds for infrastructure at the Trent Farm, and the hiring of 3 new full-time SAFS faculty. Trent University is uniquely poised to become a leader in agri-food research relevant to local and regional communities including Michi Saagiig First Nations, and economies due to our interdisciplinary, systems-thinking approach to environmental sciences and studies.

The Vision: We propose to establish the **Trent Farm Research Centre (TFRC)** at Trent University to create a living, learning, and research hub that will allow the Ontario agri-food sector to transition to a resilient food future, while providing the tools and training necessary for Trent graduates to be leaders in environmental, Indigenous environmental studies and sciences, and agricultural fields. The TFRC will support Trent University's priorities in the 2023-2025 Strategic Research Plan while providing a place where faculty and students across environmental, health, chemistry, biology, education, Indigenous studies, sustainability studies, and Indigenous environmental studies and science disciplines can work together to solve important problems related to food security, environmental stewardship, and support of rural community sustainability. We envision the TFRC being a collaborative research space supported by community interests in alignment with the goal of conducting interdisciplinary research while supporting small-scale, regenerative agriculture and rural community sustainability.

Purpose and Functions:

Specifically, the TFRC will:

- (a) Support fundamental and applied field research relevant to industry, non-profit, community, and Indigenous Peoples including Michi Saagiig First Nations across diverse disciplines at Trent University;
- (b) Embed teaching and experiential learning opportunities into farm activities across multiple departments at Trent University;
- (c) Mobilize knowledge by demonstrating ecologically-sound, socially just, Indigenous knowledge, and economically sustainable agricultural management approaches;
- (d) Become a focal point for agri-food research and learning in the East Central Ontario region.

Overall, we envision the TFRC bringing people together and bringing value to teaching and research at Trent University.

Added Value of the Trent Farm Research Centre:

While many researchers at Trent University conduct high-calibre, interdisciplinary research within agriculture and food systems, a lack of continuity, basic operational funds, and equipment access has made conducting research at the Trent Farm difficult in the past. The main challenges have been obtaining funding required for associated infrastructure (e.g., tractor) and for farm trial operations on a per-researcher/project basis, which diminishes the likelihood for long-term continuity of research activities and is compounded by the problem of accessing equipment and labour for research activities. Creation of the TFRC will enable researchers to ‘layer’ their research activities onto long-term trials at the farm and allow researchers to propose small plot trials that will be partially supported by research funds and partially supported by Trent staff and student labour, with basic operating costs of research trials funded via contributions from Trent’s Board of Governors. Having a basic operating budget for agronomic inputs in the long-term will allow researchers to plan activities around an established production area, providing continuity and capacity for researchers to realistically budget research funds from tri-council and other sources to support on-farm research activities.

Further, the formation of the Trent Farm Research Centre will improve Trent University’s reputation for applied agri-food research and will attract farmer, industry, and non-profit collaborations and investments. We envision the TFRC becoming a focal point for on-farm research relevant to regional producers; for e.g., part of the Trent-supported proposal (under review with NSERC) to the Sustainable Agriculture Research Initiative supports a community-facing “Agroecological Research Methods Learning Hub” to allow knowledge mobilization and place-based learning opportunities for the Trent and broader community.

In addition to supporting Trent’s 2023-2028 strategic research vision priorities, the establishment of the TFRC will provide opportunities for experiential learning and field activities associated with Trent undergraduate teaching. We plan to support applied research that encourages and enhances small-scale agriculture and rural community sustainability while providing Trent students the skills and training needed for them to become influential voices in, and innovative practitioners within the agri-food system.

Operational Plan:

Management and Governance Structure:

If approved, the TFRC will be overseen by an appointed Director (faculty) in consultation with the Trent Farm Coordinator (TSE staff) to allow continuity of research activities beyond research funding cycles. Student staff (field technicians, student research coordinator) will be supervised by the Director and

Coordinator. The Coordinator and student positions will be responsible for establishment and maintenance of TFRC field trials under the Director's supervision. Two boards, namely the **Governance Board** and the **Advisory Board** will be established to govern and advise TFRC vision, activities, and planning.

Director:

Appointment: In the immediate term, K. Thompson has been appointed as the Inaugural Trent Farm Research Director (3-year term). Thereafter, the Governance Board will put a call out for nominations for the Director position 6 months before the current Director's term expires. The Governance Board will strike a Search Committee who will recommend a candidate for Director to the VP Research and Innovation. If accepted, the VP will invite the candidate to take on the Director role. Any negotiations about the terms of appointment will be conducted between the candidate, VP Research and Innovation, and the Dean of Arts and Science (Science). Upon agreement of terms, the candidate will submit written acceptance of the Directorship to the VP of Research and Innovation. Terms will range from 3-5 years depending on the advice from the Governance Board.

Duties and Responsibilities: The Director will chair **Governance Board** meetings on an *ad hoc* basis, in addition to bi-annual **Advisory Board** meetings and will oversee farm planning and operations. The Director will be responsible for all financial accounting and reporting and will work closely with the Office of Research and Innovation, reporting to the VP Research and Innovation. The Director will work with the Governance Board members to articulate the TFRC vision, and to make any changes to TFRC governance model and procedures for faculty use of lands and resources. In the case that a majority approval/unanimous support (70% or more in favour with minimum 60% quorum) cannot be reached by the Governance Board on a motion, action, or proposal, the Director will reserve the right to pass or quash the motion after hearing input from Governance Board members.

Governance Board:

Appointment: In the immediate term, the TFRC founding members will be appointed to the Governance Board for a 3-year term length. Nomination to the TFRC Governance Board will be open to Trent faculty and staff who fulfil eligibility requirements. Eligibility to be nominated to the Governance Board includes: approved status as an **active TFRC researcher**, defined as: (a) leading (PI), co-leading (co-PI/co-applicant) or acting as a collaborator on a research grant where a TFRC proposal has been reviewed and approved for active or passive research activities at the farm in a minimum of one of the last 3 years (taking into account leaves of absences), OR (b) leading (PI) or co-leading (co-PI/co-applicant) or acting as a collaborator on a research grant where a TFRC proposal is currently under review, **in addition to being in good standing** with TFRC requirements for fee payments and procedures for decommissioning a trial or exiting use of the long-term trial area. Eligibility will be assessed annually to ensure board members are actively involved in TFRC research activities.

Membership:

The **Governance Board** will be composed of:

- (a) The Trent Farm Research Centre Director (Chair, nominated faculty, voting)
- (b) The Trent Farm Coordinator (TSE staff, voting)
- (c) TSE Weather Station Coordinator (TSE staff, non-voting)
- (d) 8-10 Trent Faculty Members involved in some capacity (PI, co-PI, co-applicant, collaborator) with on-farm research projects at the TFRC, including the TFRC founding members. Founding members include K. Thompson (TSE), K. Borden (TSE), C. Eimers (TSE), B. Wall (IESS), N. Emery (Biology) and H. Dang (Chemistry) in years 1-3. Nominations/self-nominations of faculty

representatives from Sustainability Studies, Education, and any other interested departments will be sought to balance the department representation on the Governance Board.

Duties and Roles:

- (a) Review research proposals on an *ad hoc* basis for on-farm research;
- (b) Assess financial projections and sustainability on an on-going basis;
- (c) Contribute to development and implementation of EDI Structure for TFRC;
- (d) Use expertise and collaborative connections to drive TFRC research priorities, vision, and activities;
- (e) Formalize TFRC governance structure and terms of reference;
- (f) Support knowledge mobilization, demonstration, learning, and community events at TFRC.

Advisory Board:

Appointment: An Advisory Board is recommended to ensure TFRC research priorities and activities are supporting small-scale regional farmers' needs while minimizing the impact of agriculture on the environment, and to ensure community concerns and voices are considered in TFRC planning and activities. Advisory Board members will be nominated and reviewed for eligibility by the Director, with nominations open to people from community including Michi Saagiig First Nations, industry, NGO, Indigenous organizations, and farmer associations. For successful nomination to the Advisory Board, nominated members must be representatives of organizations, companies, associations, or governmental branches of the agri-food sector whose activities align with the primary vision of the TFRC to support small-scale, regenerative agriculture. Advisory Board members will be nominated for 2-year terms, with major eligibility requirements including holding either (a) an active research partnership/collaboration with an active TFRC researcher, or (b) an active community research project with Trent researchers related to agri-food, or (c) having one Trent faculty provide a letter of support for their nomination based on candidate's expertise or community connections. All advisory board members will be required to submit a cover letter and CV, in addition to receiving final approval by the Governance Board. The Advisory Board will meet bi-annually in a virtual/hybrid format to allow members' participation. Before each Advisory Board meeting, the Director will prepare items for review/feedback as put forward by the Governance Board.

Membership:

The **Advisory Board** will be composed of:

- (a) The Trent Farm Research Centre Director (Chair) and
- (b) 10-15 members from: Ontario producer (farmer) associations, provincial (OMAFRA) or federal (AAFC) agricultural research bodies, community food systems programs, local Michi Saagiig First Nations, organizations, conservation authorities, or alliances in the Peterborough/Kawarthas area, local Indigenous organizations, agri-industry representatives, and Trent University staff and faculty.

Duties and Roles:

The main *purpose and function* of the Advisory Board is to ensure community, industry, and Indigenous voices, perspectives, and priorities are equitably considered in TFRC visioning, planning, and activities. Specific duties will include:

- (a) Discuss community, industry, Indigenous, and NGO priorities for on-farm research;
- (b) Provide recommendations to the Governance Board for changes in vision, activities, and planning;
- (c) Support community-facing TFRC knowledge mobilization, demonstration, learning, and community events.

Frequency of Meetings: **The Governance Board** will meet on an *ad hoc* basis to review on-farm research proposals and board member applications, bring new motions forward, review financials, and share progress/activity updates. Meeting times/dates will be determined on an ongoing basis based on board member availability. **The Advisory Board** will meet bi-annually in Jan/Feb and June/July to review TFRC activities, assess community/producer funding and research priorities, create guidance reports to the Governance Board on on-farm research activities, community engagement/knowledge mobilization activities, and events.

Decision Making: Following Robert's Rules, a member of either Board can make a motion to propose an motion. A motion must be seconded to be considered. Once seconded, the board members vote on the motion. A minimum of 60% quorum is required to consider motions by either Board. The motion will pass if supported by 70% or greater of the Board. If majority/unanimous approval cannot be reached, the Director reserves the right to table, pass, or quash any motions/activities, considering input from the Governance Board members.

Knowledge Mobilization: The TFRC is committed to translating research results for applied outcomes. We plan to hold at minimum one knowledge mobilization event per growing season, where we will either (a) host demonstration/'open house' days at TFRC for community and industry members, or (b) work with farm associations to co-host farm tour/extension days in the Peterborough/Kawartha region. These events will allow community members to see the results and impact of our research, and bolster Trent's reputation and presence in the agri-food sector and will be funded via community in-kind contributions, research funding, and operating budget. All data collected at the TFRC will be managed and made available to the Trent community and Research Office after publication/project finalization via a "Dataverse" created in collaboration with MADGIC staff at Trent.

Financing and Support:

Experimental research farms do not operate in the same way as 'normal' operational farms. While a farmer may be able to scale up production of certain crops based on market prices and input costs to obtain financial sustainability, a research farm is much more constrained as large areas cannot be planted all to the same crop/rotation as farm/field research objectives require smaller areas ('plots') to be planted to different crops/with different management approaches to test a hypothesis. Further, the nature of on-farm research requires more labour and diverse equipment and inputs to plant, maintain, and harvest from experimental plots. Together this means that it not possible to operate a research farm based on the economies of scale available to non-research farms, resulting in a requirement for initial support in the form of an operating budget to ensure financial sustainability.

Appendix A and B provide detail on projected financing and support required to operate the TFRC. VP Research and Innovation has secured funds to be used for base operating needs in years 1-5 from the Board of Governors (\$350,000 over 5 years) which will be used to ramp up and support TFRC activities, including hiring of student technical field staff and a student research coordinator position, with remaining funding provided through fees charged to researchers (i.e., 'field work' costs budgeted in research grants) and via salary support of the Farm Coordinator position. Of the funds provided by the Board of Governors, \$200,000 of the \$350,000 will be used to fund student positions, \$50,000 over 5 years is allocated towards teaching release of the Director (0.5 credit per annum), with the remaining \$100,000 earmarked for operational costs to run farm trials.

Trent researchers (PIs) will be charged for access and use of TFRC field facilities, and additional equipment hours and consultation as needed. We have created a projected budget/income forecast based

on likely research funding inputs, with inputs from Gov Board Fund scaled to decrease in line with increases in proportional coverage of operational costs due to increased research usage and acreage available for use. By year 10 we project (conservatively) to rely on a maximum of 40% funding for operational activities from non-research funds. By year 15 we expect that the TFRC will be fully sustainable on research funding offsets and obtainment of funding from non-Trent resources, outside of the provided support via salary support via Farm Coordinator housed in TSE.

Institutional Support of TFRC:

Context: Trent University's (TU's) 2023-2028 strategic research vision includes renewed support for inter- and transdisciplinary research, with a focus on cultivating research through transformative spaces, including the Trent Research Farm and a new Trent's Senior Village. In this plan, healthy and sustainable environments and communities feature as core strengths. Sustainable Agriculture is noted as a strategic area for growth and the Trent Research Farm as the site for research and programming in this area. TU has increasingly prioritized sustainable agriculture as an area of growing research intensification, and has also supported training and learning in sustainable agriculture through the creation of the Sustainable Agriculture and Food Systems program (2015), which was created in response to student needs and employment demands centred around the experiential learning and systems-based thinking required to create transformation anchored in social justice and environmental stewardship needed for a climate resilient agri-food sector. Trent University's commitment to research focused on sustainable agriculture includes investment in personnel, and approval of a new Specialization in Small-Scale Agriculture, in addition to prioritizing investment in infrastructure and programming funding to support research and development at the TFRC.

Faculty Salaries: In the form of talent and personnel, Trent has hired three full time tenure-track faculty within the Sustainable Agriculture and Food Systems (SAFS) program in the Trent School of Environment in the last <6 years (Borden, Thompson, and SAFS BA TT hire 2024/2025). In addition to these hires, Trent has invested notable CFI allocations to SAFS faculty (over ca. \$600k) and transitioned the Trent Farm Coordinator from a part-time to a full-time position (July 2022). Trent is committed to further supporting students conducting their research on the farm through research assistant positions, and doctoral funding opportunities. A student research farm manager position is also in development. Further, Trent has invested in project research activities and outcomes by nominating Associate Professor and Coordinator of the SAFS program, Karen Thompson, as inaugural Director of Research at the Trent Research Farm. This position entails overseeing activities at the Trent Research Farm, coordinating governance structure and operations, and providing support and supervision to Trent Research Farm staff and student researchers and interns. It includes a 0.5 course release per annum valued at approximately \$10,000.

Land Base: In the form of lands, the Trent Research Farm has been relocated to a larger core land parcel (35 ha) with adjacent satellite fields for long-term research and student growing spaces. The transition to the new on-campus site was initiated in summer 2020; in consultation with Indigenous, student, and community stakeholders, and expanded the farm operations substantially. The farm has been located strategically with roadside access for community outreach and engagement and is adjacent to other natural lands in the overall acreage of the institution.

Fundraising: In the form of direct funding, \$1,250,000 dollars has been invested in a set-aside fund through the university central budget in order to support infrastructure needs, and importantly the commissioning of a full research farm master plan. There has been an allocation of \$50,000 towards a new driveway with gated entry to the Trent Research Farm location. A further \$40,000 was invested in systematic experimental tile drainage installation. In a joint initiative with the Ministry of the

Environment \$17,500 of donor funding contributed towards an on-farm weather station, co-established and maintained by the Ministry of Environment (estimated at \$12,000/year for perpetuity). As an additional funding strategy, the University is focused on securing donor support beyond the weather station. A donation of \$200,000 has been secured for a drive shed for equipment, sample storage, and inclement-weather meetings. A further \$40,000 has been secured from donations for greenhouse development. These efforts have just begun and show great promise. With support from the Executive Team including the Vice President, Research and Innovation, regular opportunities to secure further donor interest are steady.

APPENDIX A: Example model price costing for researchers (income)*:

*All fees are subject to a 2-5% annual increase reflective of inflation and accessibility of inputs and equipment; fees will be reviewed and updated annually on April 30th of each year.

Annual Fees:

Annual Administrative Fee (Per project/faculty user): \$200 normally*

Additional Consultation Fees (Per project/campaign): \$50-\$200 as required, may be pre/post proposal submission

Extra/additional labour: \$60/hr Farm Coordinator, \$25/hr Field Technician as capacity allows

Machine Hours: \$50-\$250/hr depending on needs and use

*administrative fees may be waived for passive sampling projects/non-destructive research use

TFRC Farm Research Payment Structure:

1. MAIN FIELDS: LONG-TERM TILE DRAINAGE EXPERIMENTAL AREA:

All requests for access to/use of the long-term tile drainage experimental areas will be submitted via the TFRC proposal process and reviewed by the Governance Board. If required, proposals may be shared with Advisory Board members for further feedback. Submission of a research proposal does not guarantee that will be approved; all approved researchers must adhere to TFRC regulations and requirements for use of TFRC assets.

Costs (to researchers) for use of the Long-Term Tile Drainage Fields will include annual administrative fee (Tiers 1-2 only) and any additional costs as determined through consultation with the Farm Research Director and Farm Coordinator.

- (a) Tier 1: Active sampling and needs for operational management in Long-Term Tile Drainage Fields (2), distinct needs for sub-plot management/additional field maintenance, consult for requirement to remove crops/soil. Minimum = 10 acres, max = 20. Cost: \$0.10/m²
- (b) Tier 2: Active sampling and needs for operational management in Long-Term Tile Drainage Fields (2), distinct needs for management to be adjusted to equipment use/targeted sampling, minimum 10 acres, max 20 acres. Cost = \$0.05/m².
- (c) Tier 3: Active sampling in Long-Term Tile Drainage Fields (2), no changes to management needed, no destructive sampling of plants/soils, cost: \$ 0.00/m².

2. SMALL PLOT RESEARCH TRIALS:

All new small plot (<1500m² area per project) research trial proposals will be submitted via the TFRC proposal and reviewed by the Governance Board. If required, proposals may be shared with Advisory Board members for further feedback. Submission of a research proposal does not guarantee that will be approved; all approved researchers must adhere to TFRC regulations and requirements for use of TFRC assets. Due to space and labour limitations, not all small plot research trials may be approved. We will work with applicants to find potential alternative approaches as necessary. Basic costs for new small plot research trials will include annual administrative fee, consultation fees, and any other additional costs as determined through consultation with the Farm Research Director and Farm Coordinator. Estimates of costs to researchers for small plot trials are \$2-3/m².

APPENDIX B: Fee Sharing Projection*

*see excel file attached. Note scaled approach to both production acreage and partitioning of expenses to increase reliance on research funds and decrease need for funding from the Trent Gov Board fund between years 1-10.

We anticipate obtaining additional funding sources to further increase financial sustainability, including:

- (a) Increased research funding inputs as we scale up use of TFRC. For e.g., K. Thompson has submitted a \$8 million/4 year proposal to the Sustainable Agriculture Research Initiative that includes 8 other Trent Faculty and additional non-Trent collaborators. If approved, budget includes investments in community meeting and research infrastructure at TFRC. Other evidence of anticipated research fund income is also evident as founding members K. Thompson & K. Borden and K. Thompson & H. Dang hold current NSERC Alliance grants focused on agri-food systems (e.g., with contributions including \$20,000 budget for knowledge mobilization activities allocated in Borden-Thompson Alliance Mission grant), and founding members have additional previous collaborations. By starting research activities at the farm this year, we will also attract new researchers to join the TFRC for their on-farm research projects.
- (b) Agri-Food Industry partner collaborations for operating costs/student internship positions. We have had sizeable interest from agricultural tech/crop protection companies who are interested in partnering to provide resources and expertise. As we ramp up use of the land at TFRC we will be able to share our research with partners, and they'll be able to visit and see research and learning in action, thereby potentially increasing their motivation to invest and collaborate in research at the TFRC.
- (c) We plan to work with TrentU alumni and science fundraising staff to continue to secure funds for student internship positions and tools/equipment needed. We have had success to date securing funds from Coca-Cola, MITACS, and personal alumni donations.
- (d) Once our TFRC Long-Term trial is established, it will serve as a focal point for community engagement. Income generated through hosting community events at TFRC – e.g., 2 years ago we hosted a “Hay field day” where we had local farmers attend to share knowledge and demonstrate hay management techniques. A small per car cost could be charged in future events. Further, we are signing an MOU with the Peterborough Agricultural Society and we envision a productive collaborative relationship that will allow PAS and TrentU to access funding and support for experiential learning and skills development for TrentU students.

Trent University
2023-2024 Academic Planning & Policy Committee
Senate Report 3 – Open Session – May 14, 2024

Agenda Item	Revised Policy Posthumous Degree Policy
Submitted By	Dr. Michael Khan, Chair Academic Planning & Policy Committee
Recommendation	AP&P recommends to Senate that the revised Posthumous Degree Policy be received by Senate for approval.



Posthumous Degree Policy

Category: Academic – Students, Teaching, Faculty

Approval: Senate

Responsibility/Contact Officer: University Registrar

Approval Date: December 2, 2008

Policy Statement

Posthumous degrees or diplomas may be awarded at the discretion of Senate on the recommendation of the University Registrar or ~~Associate VP and~~ Dean of Graduate Studies. To be considered, the student must have been in good academic standing, and have died within 12 months of the last registration. The number of credits completed in an undergraduate program, or the work completed in a graduate program, will be considered. Normally the deceased student will have completed at least one year of study at the university.

The following protocol will be used for the presentation of degrees awarded posthumously.

1. Recommendation for the posthumous degree will be forwarded by the Chairs of the Department(s) or Program(s) to the University Registrar.
2. The University Registrar will, in the case of an undergraduate student, verify the circumstances. In the case of a graduate student, the file will be forwarded to the ~~Associate VP and~~ Dean of Graduate Studies for review.
3. The University Registrar/Dean will include the ~~take~~ a student's name on the next convocation roll. The University Registrar or the ~~Associate VP and~~ Dean of Graduate Studies will communicate the information to the Convocation Manager and the Chairs/Deans of the Department(s) or Program(s). The AVP Students will work with the University Registrar and Dean of Graduate Studies and the Convocation Manager to make arrangements with the family. ~~The Convocation Manager will contact the Chairs of the Department(s) or Program(s) and will make arrangements for the presentation of the degree certificate to the family~~
4. The notation 'posthumous' will be recorded on the student transcript and will appear in fine print at the bottom of the degree certificate or diploma.
5. The Convocation program will have an asterisk next to the name of the deceased graduate. If members of

the family wish to attend Convocation and accept the degree certificate or diploma, the name of the deceased student will be read at the start of that degree category and the degree or diploma certificate will be presented to the family, if present.

6. If the family does not wish to attend convocation, delivery of the framed degree or diploma certificate will be arranged. convocation they may work with the Chairs/Deans of the Department(s) or Program(s) or a College Principal on an alternate presentation of the degree or diploma certificate.

Trent University
2023-2024 Cyclical Program Review Committee
Senate Report 5 – May 14, 2024
Open Session – For Information

Submitted by Dr. Sarah West, Chair, Cyclical Program Review Committee
 Report Dated: May 1, 2024



Agenda Items for Information

- 1. Implementation Report – Computer Science**
- 2. Implementation Report – Ancient Greek and Roman Studies**
- 3. Implementation Report – Bachelor of Social Work**
- 4. Implementation Report – Geography and Environmental Geoscience**
- 5. Implementation Report – Child and Youth Studies**
- 6. Final Assessment Report – Canadian Studies**

1. Implementation Report – Computer Science

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee’s review, the external review process of COIS is now complete.

Degree Programs Reviewed	BSc Computer Science BA Computing Systems General & Honours Joint-Major BA/BSc Information Systems Joint-Major BSc Computer Science & Physics
Academic Year – Program was Reviewed	2021-2022
Date of Site Visit	March 21-23, 2022
Signature of Chair and/or Director	
Signature of Dean – Peterborough	

Signature of Dean – Durham GTA	<i>Wenying Feng</i>
Date	March 21, 2024

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Timeline	Follow-up Taken
<p>Recommendation 1 That the department move to harmonize its program offerings to bring it more in line with the expected full-time faculty complement of the unit.</p> <p>Recommendation 2 That the department develop a strategic plan that can be used to inform future hiring and program offerings and its concentration at Peterborough and Durham GTA.</p> <p>Recommendation 7 That hiring for the department work to (i) limit reliance on non-tenure stream faculty across both Durham GTA and Peterborough to be less than 30% of all courses offered, (ii) hire faculty at a range of different career stages to provide effective succession planning.</p>	<p>That subsequent updates to the three year rolling departmental academic plan include a robust strategy for faculty renewal and succession.</p> <p>The department is encouraged to review the program offerings in relation to faculty resources and potential faculty retirements, i.e., overlapping curriculum and potential streamlining of programs.</p> <p>The Monitoring Report should include a summary of the department’s review of the degree programs; any changes to programs that create efficiencies based on faculty expertise; and faculty renewal and succession.</p>	<p>Faculty Renewal and Succession Planning – ongoing.</p> <p>Review of Program Offerings – should be completed for Nov 2023.</p>	<p>The Department has been in consultation with the Deans in Peterborough and Durham GTA, as well as the VP about faculty renewal and succession planning. Some of this was captured in the Provost’s Academic Planning Process. Additional faculty and academic support resources have been provided in both Peterborough and Durham GTA. Since the Review, three new TT positions have been added in Peterborough (as well as the conversion of an LTA into a teaching-intensive position). At the Durham GTA campus, a 3-year LTA position has been created with expectation to add a Tenure Track and another LTA position in 2024/25. Both campuses have also had additional full-time lab support added so that there are two Lab Demonstrators in Peterborough and one in Durham GTA.</p> <p>The Department has reviewed its program offerings in conjunction with the Provost’s Academic Planning Process and determined that with the additional resources, we are in a good position to continuously offer high-quality programs at both the Peterborough and Durham GTA campuses.</p> <p>Both Deans from Peterborough and Durham GTA had given their assurances that even though our enrollment continues to rise, academic support resources will be made available. With the addition of the Tenure-Track and second LTA at Durham GTA, the majority of courses at that campus will be taught by full-time members.</p>

<p>Recommendation 3 That <u>specialized teaching laboratories</u> be established to augment centralized computer teaching infrastructure.</p>	<p>Departments in consultation with Deans should identify future teaching space needs and explore opportunities for adding dedicated labs in Peterborough and Durham GTA. The Implementation Report should provide details of this consultation.</p>	<p>Sept 2023</p>	<p>Consultation has been ongoing at the Decanal level at both the Peterborough and Durham GTA campuses to ensure that proper teaching laboratories are in place for COIS.</p> <p>In Peterborough, the Dean recognizes the need for additional teaching lab space and has identified several possibilities that could be retrofitted to work.</p> <p>While there is currently no dedicated teaching lab space for COIS, the computer lab at the Thorton campus together with the computer lab in the new Advanced Learning Center are sufficient for the current needs of COIS at Durham GTA.</p>
<p>Recommendation 4 That the department establish an ongoing process to formally renew and maintain its programs and courses.</p>	<p>The Department establish an ongoing process to review the curriculum for its degree programs, and to monitor student performance.</p> <p>The Implementation Report will outline the process for curriculum review.</p>	<p>Processes should be determined by December 2023.</p>	<p>In addition to exploring/creating new programs to build on our strengths (BSc Data Science / BSc Software Engineering in Peterborough, Postgraduate Certificate in Applied AI in Durham GTA), the Curriculum Committee has taken on the task of regularly examining and modifying the current programs. For example, when creating the BSc Data Science / BSc Software Engineering programs, additional courses were added that addressed weaknesses in our BSc Computer Science degree program. A new course has been added that will help to bridge the gap between first-year and second-year leading to greater retention.</p>
<p>Recommendation 5 That additional <u>experiential educational opportunities</u> be integrated into programs that currently lack them (e. the introduction of a required capstone course similar to that found in the Software Engineering stream).</p>	<p>That the program gradually adds capstone or project courses to COIS degrees.</p>	<p>Should be in place for May 2024.</p>	<p>The Curriculum Committee is currently investigating capstones courses for the various degree options. As indicated in the recommendation, there is already a capstone project in the Software Engineering specialization and as well, a similar-type capstone project in the BSc Data Science and BSc Software Engineering programs. A reasonable starting point would be to introduce a capstone course (undergraduate thesis) into our Theoretical Computer Science specialization (it is marketed as a program for students who want to go onto graduate school). This was discussed by the Program Committee and it was felt that the numbers were still too large even when the workload would be shared among the full-time faculty complement. Thus, we will continue with the current model that the undergraduate theses will be completed on-demand by</p>

			exceptional fourth-year students. In terms of rolling out a capstone course for all single-major Honours degree program students, this would be exceedingly difficult given the number of students (which is continuing to rise).
<p>Recommendation 6 That the <u>co-op program be expanded and made available to more students</u>, and that the local set of co-op employers be expanded outside of the region.</p>	<p>That the program increases the enrolment in co-op programs</p> <p>The Implementation Report should outline any additional experiential learning opportunities developed/offered; any developments with co-op and Careerspace.</p>	Should be in place for 2024-25.	As for our current co-op program, the department has expanded the number of spaces from 12 to 25 and rebranded it as an 'accelerated co-op program' whereby students start their first work term after three academic terms. The department is also working on a second type of co-op program that would permit any COIS student in a single-major Honours program to join if they have completed three years and meet the grade point average requirement. This is expected to be in place for 2024/25 (or 2025/26) for both the Peterborough and Durham GTA campuses.
<p>Recommendation 8 That the <u>roles of admin staff</u> (technical support, advising, teaching support) be reviewed to optimize the utilization of local staff, and where desirable, to transfer workload outside of the unit.</p>	<p>No follow up is required.</p> <p>Additional support staff has already been hired into the department, which resulted in a review of existing support staff positions and responsibilities.</p>		
<p>Recommendation 9 That the university work to streamline the <u>articulation agreements</u> so as to reduce complexity/confusion on the part of applicants and staff, and to reduce workload for the university.</p>	<p>The current process for articulation agreements requires departmental consultation, managed by the Transfer Pathways Office.</p> <p>The Chair and Deans should meet with Articulation staff to ensure COIS is consulted with respect to any new COIS articulations or</p>	Should be ongoing however initial consultation should take place by Sept 2023.	COIS has been involved with the creation of articulation agreements since 2003. These were important tools to boost our enrollment and to address an Ontario government mandate to create college to university transfer pathways. In 2012, we created the first System-Wide Pathway Agreement in Ontario that permitted qualified college students in the Computer Programmer Analyst (CPA) and the Computer Engineering Technology (CET) diploma programs from any Ontario college, to enter as third-year students in our BSc Honours program. Having this System-Wide Pathway Agreement has greatly simplified the management of college to university transfer as most enter through this agreement. In addition, the fact that the

	<p>any modifications to requirements.</p> <p>The Implementation Report should report on consultations that took place.</p>		<p>agreements only need to be renewed every 5 years (or when significant curriculum changes occur), the effort seems justified.</p>
<p>Recommendation 10 That the department better <u>leverage alumnae in terms of promoting the programs</u> for recruitment and employment prospects for graduates.</p> <p>Recommendation 11 That the department better <u>leverage alumnae and local industry</u> to strengthen the co-op offerings and to help inform curricular development.</p>	<p>That the department, in consultation with the Alumni Association begin building a database of Alumnae and develop a robust outreach program. These initiatives can then be leveraged for program promotion and student placements.</p> <p>The Implementation Report should outline any advancements with respect to an alum database.</p>	<p>Consultation and process should be developed and in place for September 2024.</p>	<p>The department has established an Industrial Advisory Board that consists of past alumni and co-op employers to advise on curricular development. The Board consists of members from government agencies such as Infrastructure Canada, Environment Canada and NASA, as well as companies such as Shopify, Amazon, Comercia Bank, and FreshBooks. The Board intends to meet once or twice a year.</p>
<p>Recommendation 12 That minimum <u>admission requirements</u> be reviewed to ensure (i) students have the necessary background in mathematics to engage in more mathematical aspects of computer science, and (ii) students have the necessary English language skills to participate in the program and to be contributing employees upon graduation.</p>	<p>That the program reviews current admission requirements.</p>	<p>Review completed by November 2023.</p>	<p>The admission requirements for the BSc Computer Science program have changed. Instead of recommending a 4U Math course, it is now required. In addition, to match the requirement for our two new degree programs (BSc Data Science and BSc Software Engineering), there was discussion about increasing the admission average minimum for the BSc Computer Science program from 70% to 75%. In discussion with the Dean, it was decided to not make any changes to the entrance average at this time in light of the federal government's decision to cap international students (which could have a big impact on COIS).</p>
<p>Recommendation 13</p>	<p>Faculty/instructors</p>	<p>May 2023</p>	<p>Academic integrity is taken very seriously by the</p>


<p>That mechanisms be established to ensure that <u>academic integrity</u> of courses be promoted and maintained.</p>	<p>are encouraged to review assessment and evaluation tools and consider alternatives. Assessments should be determined through the lens of academic integrity. The Department should monitor and update practices regularly in order to remain current in a situation that is continuously evolving.</p>		<p>department and its instructors. COIS has one of the highest reporting rates of academic integrity violations in the Sciences. All the students in our Introductory courses are required to successfully complete three online Academic Integrity Modules. In addition, instructors and student graders are actively on the lookout for violations of Trent's Academic Integrity Policy.</p> <p>Unfortunately, generative AI software such as ChatGPT have made the detection of academic dishonesty more difficult. Discussions about how to cope with generative AI software are ongoing at all levels of the university (including the department).</p>
<p>Recommendation 14 That the department more systematically track student performance both while enrolled and post-graduation.</p>	<p>The Department establish an ongoing process for monitoring and tracking student performance.</p> <p>The Implementation Report will outline a process for tracking current student progress, and post-graduate success (i.e., grad school, employment).</p>	<p>Processes should be determined by December 2023.</p>	<p>The department did discuss Recommendation 14 at length but has not arrived at a satisfactory solution. To be able to properly track student performance while enrolled, additional administrative resource would be required given the size of our courses (especially at the lower levels). One suggestion did have some promise: course instructors can be reminded to send out announcements letting students know about an upcoming drop deadline and as well, inviting students to come see them if they feel they are struggling.</p> <p>As far as tracking students post-graduation (which is not as onerous), the department will reach out to Alumni Affairs. In addition, as part of departmental committee workload, one of the Program Committee members will be tasked to track/manage COIS alumni information for the upcoming year.</p>
<p>Recommendation 15 Establish realistic goal targets for COIS <u>enrolments</u> and adjust admission criteria to track this target.</p>	<p>The department should consider optimal enrolment and pressure points in terms of managing student numbers. (e.g., is there one degree program that is less manageable than others? Is one year of program less</p>	<p>October 2023</p>	<p>Overall enrollment targets for the specific programs are set by a university committee in consultation with the Deans and the department. At this point, the enrollment growth is being addressed through additional academic support resources provided by the Deans in Peterborough and Durham GTA. The required resources include LTAs, CUPE stipends for instructors and workshop leaders, lab demonstrators and student academic assistants, and teaching support.</p>

	manageable than others?). The Monitoring Report will comment on the department's ability to deliver the degree programs as they currently exist, and/or identify shortages to deliver or teach students. The Department should identify what supports are needed to do this better or adequately.		The department is cognisant that there could (will) come a time that enrollment needs to be throttled and this would be undertaken by adjusting the minimum admission average requirement and/or by defining enrolment target for first year admissions.
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2. Implementation Report – Ancient Greek and Roman Studies

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee's review, the external review process of AGRS is now complete.

Degree Programs Reviewed	BA Ancient Greek and Roman Studies
Academic Year – Program was Reviewed	2022-2023
Date of Site Visit	December 5-6, 2022
Signature of Chair and/or Director	George Kovacs, Program Coordinator
Signature of Dean	
Date	April 1, 2024

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Timeline	Follow-up Taken
Recommendation 3 That the Program explore further cross listing opportunities with programs such as Gender	The Program will explore cross-listing opportunities with other programs. The Implementation Report will:	Update to be provided by April 1, 2024.	Some progress has been made in this area: 1. An additional tenure-track position in Culture Studies

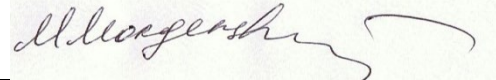
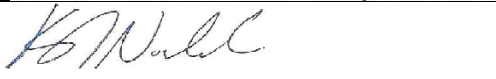
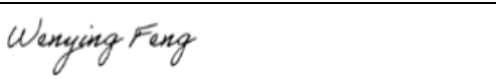
<p>and Social Justice, History, and Cultural Studies.</p>	<ul style="list-style-type: none"> • Outline results of discussions with other departments, including but not limited to GESO, HIST, and CUST • Identify any new additions of cross-listed courses 		<p>presents opportunities to develop new cross-listings.</p> <p>2. As well, new course AGRS-CUST-MDST 2650: Antiquity on Screen has proven to be popular.</p> <p>The Program will continue to seek opportunities to collaborate with other academic units. In the summer/fall 2023, the Program Coordinator met with the chair of GESO about developing a shared tenure track. GESO has been, and continues to be, supportive of AGRS, however the proposal was not a good fit for them at this time. AGRS will continue to seek other opportunities.</p>
<p>Recommendation 4 That the Program update the calendar copy course code from AHCL to AGRS.</p>	<p>The Program will submit a proposal to the Undergraduate Studies Committee to request AHCL be replaced with AGRS in calendar copy.</p> <p>The Implementation Report will provide an update on the status of this proposal.</p>	<p>Update to be provided by April 1, 2024.</p> <p>Changes to be in place for the May 2024 Academic Calendar</p>	<p>This recommendation has been mostly completed. USC approved the suggested change in fall 2023. Updated calendar copy will appear in the May 2024 edition. Change has been made in DCU and updates to internal programs including VIP, IRIS, etc. are in progress and are expected to be complete by the time students register for fall courses (June 2024).</p>
<p>Recommendation 5 That the Program develop support plans with Careerspace for students in the AGRS program.</p>	<p>The Program will continue to work with Careerspace to explore potential areas for developing student support, e.g., soft skills.</p> <p>The Implementation Report will outline results of discussions with Careerspace and identify any new student supports to be introduced.</p>	<p>Ongoing; update to be provided by April 1, 2024.</p>	<p>Our development related to this recommendation is ongoing. Our PC met with Careerspace to discuss strategies for support. Two student sessions were planned in our second-year required courses (thereby capturing all majors early in their degree) to raise AGRS awareness of Careerspace, and provide some workplace guidance (career networking, resume development, etc). First session happened November 2023. Second session planned for March 2024, but course was unexpectedly cancelled. We will offer both sessions in 2024/25 year.</p>

<p>Recommendation 7 That the Program consider offering two online courses in the Spring term.</p>	<p>The Program will review and consider the addition of online courses to the current offerings.</p> <p>The Implementation Report will identify any new additions to online course offerings for the Spring/Summer Sessions.</p>	<p>Update to be provided by April 1, 2024.</p>	<p>We currently offer one CUPE-taught course in the spring session (coincidentally implemented after the cyclical review) to meet needs of AGRS-COOP students. First offering (summer 2023) proved very popular, with initial enrolment hitting 80 (settling to about 65).</p> <p>We will be conducting some program review in May 2024, and will give further thought to how we might stabilize and expand our offerings in the spring/summer sessions.</p>
<p>Recommendation 8 That the Program raise the topic of alternate assignment presentation with the AGRS curriculum committee.</p>	<p>The Program will review and consider if any changes to curriculum need to be made.</p> <p>The Implementation Report will identify any specific changes to curriculum related to alternate assignment presentation.</p>	<p>Update to be provided by April 1, 2024.</p>	<p>The AGRS faculty already likely offer a broader range of assignment types than is reflected in the reviewers' report. Nevertheless, we will give further consideration to alternate assignment presentation (and their impact on pedagogy, course content, and workload) in May 2024.</p>
<p>Recommendation 9 That the Program consider hiring CUPE 1 non-Trent graduate student for grading support.</p>	<p>The Program will consider CUPE 1 and upper year undergraduate students for grading support.</p> <p>The Implementation Report will outline any steps taken to supplement grading support with CUPE 1 and the outcome of these efforts.</p>	<p>Ongoing; update to be provided by April 1, 2024.</p>	<p>This has happened sporadically, but there is no clear mechanism for recruitment – we can contact graduate departments (which often need their students for their own courses); marker postings tend to require quick turnaround and cannot be advertised on some of our professional networks, say, Classical Association of Canada website (which typically doesn't post listings below the level of instructor).</p>

3. Implementation Report – Bachelor of Social Work

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee’s review, the external review process of SWRK is now complete.

Degree Programs Reviewed	Bachelor of Social Work
Academic Year – Program was Reviewed	2021-2022
Date of Site Visit	March 2-3, 2022
Signature of Chair and/or Director	
Signature of Associate Dean	
Signature of Associate Dean Trent Durham	
Date	February 29, 2024

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Timeline	Follow-up Taken
<p>Recommendation 1 (a) That the Program work to improve the student experience and satisfaction by enhancing opportunities that support instructor availability for student interaction and mentoring.</p>	<p>The Department has a clear plan for renewed events and engagement post-COVID. They are also making good use of in-person and remote means of interacting with students.</p> <p>The Implementation Report will identify activities that have taken place that enhance student interaction and mentoring by faculty.</p>	<p>Ongoing; update to be provided by March 1, 2024.</p>	<p>Recommendation 1 (a)</p> <ul style="list-style-type: none"> • Faculty are now holding office hours in person or virtually, to enhance accessibility, as per student preference. • The department has reinstated events related to Black History Month, Social Work Week that run both in person and virtually and provide an excellent opportunity for students to engage with faculty. • Faculty participate with students at recruitment events. • Faculty attend town hall meetings. • The department has updated information on the faculty’s research on the website. • Faculty function as Faculty Field Liaisons to provide support to students when at placement. • Faculty offer research placement opportunities for students to develop research skills.
<p>Recommendation 1 (b) That the Program work to improve the student experience</p>	<p>The Department will build a network of placements and field instructors, including the development and maintenance of</p>	<p>Progress should be evident by December 2023 in</p>	<p>Recommendation 1(b)</p> <ul style="list-style-type: none"> • The Department has partnered with the Ontario Association of Social Workers on several events for Social Workers in the Community. The Department will connect

<p>by securing more and varied practicum placements with BSW qualified field instructors for student supervision.</p>	<p>relationships with program graduates who are working in relevant areas.</p> <p>The Implementation Report will identify initiatives taken in this area.</p>	<p>preparation for next CASWE accreditation process.</p>	<p>with participants about being a Field Instructor.</p> <ul style="list-style-type: none"> • Following recommendations from the Field Advisory Committee, the Department is working on diversifying its communication and recruitment strategies and is developing resources to demonstrate the value, level of work, and responsibilities of field instructors when taking a student on to assist in recruitment and retention of Field Instructors. • The Program now has several graduated cohorts; the Department is reaching out to Alumni at increased levels to become Field Instructors. A considerable number of students have secured employment in existing placement agencies and are often the first and only BSW staff member. A number of these students have agreed to take a placement student on (or share supervision with a senior colleague). • The Department has had meetings with senior administration at several large agencies, resulting in increased commitments to take on students (to date this has resulted in 13 new placements for September 2024, and more are expected to be confirmed by June). • The Field Education Coordinator is working to attend more community events to enhance relationships with local agencies. However, given their existing workload serving two different student cohorts and two different geographies, it has proven difficult. • The Department requested a FEC position in Durham in the 2024-2025 staffing plan. • The Department has secured several remote placements for students (with BSW/MSW Field Instructors); the host agency may or may not have a physical location. • The Department has revised its guidelines to now allow students to be placed in agencies located more than an hour from campus for students who live outside of Peterborough and Durham. This increased available placements.
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<p>Curriculum</p> <p>Recommendation 1 (c) That the Program work to improve the student experience by considering additional course offerings that reflect student interest and evolution of the profession.</p> <p>Recommendation 2 That the Program focus on curriculum renewal to ensure that the program remains current in a quickly evolving profession.</p>	<p>The Department should continue to regularly undertake curriculum review as part of their retreats.</p> <p>The Implementation Report will indicate results of the discussion, including:</p> <ul style="list-style-type: none"> • the process taken, and whether any new courses have been added. • changes made to ensure the program remains current. • any additional course offerings that reflect student interest. 	<p>Ongoing; update to be provided by March 1, 2024.</p>	<p>Recommendation 1 (c) Recommendations to changes in curriculum are ongoing, and include:</p> <ul style="list-style-type: none"> • The department is organizing a training for the faculty in Indigenous and decolonizing social work to inform the review of the curriculum from decolonization lens and update the departmental mission and vision. • The Department is creating new electives in Disability Justice, Green Social Work and Decolonized Social Work. • Faculty are reflecting on and incorporating up-to-date issues into their course content in on-going fashion. • The Department is working toward offering electives online to enhance accessibility.
<p>Recommendation 3 That the faculty complement be solidified and expanded to address challenges of the program expansion and/or the introduction of specializations.</p>	<p>No follow up required.</p> <p>Hiring requests are to be included in Annual Department Staffing plans for consideration by Deans.</p>		
<p>Recommendation 4 That communication be enhanced to inform students of admission processes to the professional years and potential career pathways beyond social work.</p>	<p>The Department should ensure that students are made aware of the processes and related expectations. Pathways to other programs and/or careers should be highlighted.</p> <p>The Implementation Report should identify specific measures being taken.</p>	<p>Implementation expected for 2023-24, noting that the timing of implementation will depend on processes developed.</p>	<ul style="list-style-type: none"> • The Department is creating a self-enroll blackboard community to include updates, resources, and other supports using a variety of mediums. • The department has developed an Application Guide for admission to the professional years. • The Department has implemented scheduled presentations to first- and second-year students, drop ins, one on one appointments, and discussions in first- and second-year classes about the process. • The Department is developing an 'agency fair' which will bring local community organizations in to talk about their work and placement/ employment opportunities.



			<p>All social work students will be encouraged to attend.</p> <ul style="list-style-type: none"> • The Department has developed an in-person networking event to connect students to practicing social workers (and others in the social services). • All students are encouraged to attend the volunteer expo and career expo.
<p>Recommendation 5 That a long-term succession plan be considered for the Director's role.</p>	<p>Department is currently undertaking search process guided by the terms of the Collective Agreement.</p> <p>The Implementation Report should provide an update on the search status of new Director.</p>	<p>Search of new Director expected for July 2023.</p>	<p>Dr. Marina Morgenshtern, a faculty member since 2016 has been appointed as a Director for 2023-2026 term.</p>
<p>Recommendation 6 That the program structure and associated processes be reviewed for clarification and streamlined across the two campuses.</p>	<p>Although certain aspects of the structured are subject to the Collective Agreement, the Department should consider how the program is structured across the two campuses, specifically when considering the professional years of the program.</p> <p>The Implementation Report should discuss how the structure works across the two campuses, with respect to decision-making, teaching, placements, and the professional years.</p>	<p>March 1, 2024.</p>	<ul style="list-style-type: none"> • The program structure and associated processes have been reviewed. • The same curriculum is offered on both campuses. Courses on both campuses have similar learning objectives. Instructors teaching on different campuses collaborate on developing course syllabi. • Electives are offered during alternating years on different campuses so professional years students have similar course offerings. • All policies, practices, and supports apply and are available equally on both campuses. • The Field Education Coordinator and the Academic Coordinator are on each campus twice per week. • Students receive the same message, resources, and access to materials from the Department.
<p>Recommendation 7 That the Program examines service loads to ensure commitments are shared and managed across faculty.</p>	<p>The Department is encouraged to review faculty service at the departmental-level, and how faculty are placed on these committees.</p> <p>The Implementation Report should report on how</p>	<p>Ongoing; update to be provided by March 1, 2024.</p>	<ul style="list-style-type: none"> • Faculty are given freedom and flexibility in the Committees they chose to serve on, based on their interests and career stage. • The Director aims for an equitable distribution of service assignments, giving special consideration to service assignments of women and minority faculty members and recognizing that when a faculty member is involved in a particularly

	faculty are allocated to departmental level committees.		<p>heavy service role, internally or externally, they might be temporarily excused from other demanding service roles.</p> <ul style="list-style-type: none"> • The most important assignments, such as personnel/hiring committees or other committees with especially important work for the given year, are made first to ensure that members are not over-committed. • Faculty departmental service assignments are tracked.
Recommendation 8 That the Program review procedures for hiring part-time and LTA appointments.	<p>No follow up required.</p> <p>Hiring procedures are determined by the CUPE and TUFA collective agreements.</p>		
Recommendation 9 That the program reviews the process and the number of credits transferred for students entering via an affiliated agreement from a college program.	<p>The Department is encouraged to review transfer credits accepted by other institutions.</p> <p>The Implementation Report should provide findings from this review and indicate whether the Program is considering any changes to accepted transfer credits.</p>	To be completed by March 1, 2024.	<ul style="list-style-type: none"> • This review has not been completed yet due to the Academic Coordinator being on a sick leave and a new contract person learning the role. The department will ensure that this review is completed in Summer 2024.
Recommendation 10 That the Program consider launching an Indigenous specialization, ensuring that adequate human, financial and infrastructure resources will be in place to support the initiative.	<p>Consultation with Chanie Wenjack School and local Indigenous communities is encouraged. Hiring requests are to be included in Annual Department Staffing plans for consideration by Deans and other resources requests can be included in annual budget discussions.</p> <p>The Implementation Report should provide an update on plans to launch an Indigenous specialization.</p>	To be determined based on direction of the Department via curricular review.	<ul style="list-style-type: none"> • The Indigenous specialization has not been launched yet, but the Department is working on ensuring adequate human and infrastructure resources are in place. To this end, the Department continues building relationship with Faculty and members of the Chanie Wenjack School of Indigenous Studies. • A new tenure track faculty position, shared with Chanie Wenjack School has been requested (and now approved). • The Department is now collaborating with Chanie Wenjack School on hiring the tenure track faculty. • The Department works on strengthening our relationship with the First Peoples House of Learning (FPHL). We now have a new student placement at FPHL.

4. Implementation Report – Geography and Environmental Geoscience

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee’s review, the external review process of GEOG is now complete.

Degree Programs Reviewed	BA/BSc Geography BSc Environmental Geoscience
Academic Year – Program was Reviewed	2021-2022
Date of Site Visit	March 7-8, 2022
Signature of Chair and/or Director	Stephen Hill 
Signature of Associate Dean	Sarah West 
Date	April 4, 2024

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Timeline	Follow-up Taken
<p>Faculty Resources</p> <p>Recommendation 1 That the Human Geography program be allocated at least one more full-time faculty hire.</p> <p>Recommendation 2 That the TSE consider hiring a physical geographer or geoscientist with expertise in remote sensing and geographic information systems, as well as a replacement for the retired climatologist.</p>	<p>No follow-up required.</p> <p>Faculty resource allocations are controlled through the annual Budget approval process, and are outside the purview of this review.</p>		

<p>Curriculum Review</p> <p>Recommendation 3 That the Human Geography program either remove its first-year requirements as pre-requisites for upper level courses or consider a reframing of the first-year courses to better align the program in the TSE.</p> <p>Recommendation 4 That the TSE explore options for increasing the field-based experience for their EGEO students.</p> <p>Recommendation 5 That the TSE consider developing new cross-listed courses that could benefit the Environmental Geoscience program.</p>	<p>That the TSE reviews its required prerequisites for upper year courses, continues to monitor opportunities to cross list courses that may be relevant for EGEO, and explores opportunities to add more global content to existing courses.</p> <p>That the Implementation Report specifically:</p> <p><u>For GEOG</u></p> <ul style="list-style-type: none"> • Describe any changes made to pre-requisites and changes to the Human Geography courses to better align the program in TSE. • Comment on the incorporation of global content in courses and lab assignments and offering world regional courses. <p><u>For EGEO</u></p> <ul style="list-style-type: none"> • Indicate if cross listed courses have been added to the environmental geoscience program 	<p>Any curriculum changes should be in place for September 2024.</p>	<p>Recommendation 3: Pre-requisites for upper year urban geography courses were changed to allow ERS students to take them.</p> <p>The TSE anticipates further curriculum planning regarding how first year courses align with upper year courses across all our degree programs during summer 2024. This will include Geography courses. We will work to ensure that incoming students have the background to succeed in the upper year courses.</p> <p>Recommendation 4: The TSE and Decanal response to this recommendation suggests that our EGEO program currently has adequate field experiences. Nonetheless, we continue to examine curriculum changes that will expand these offerings. For example, last academic year, EGEO students were offered a special day-long field trip to Bancroft.</p> <p>Recommendations 5: There are no new existing TSE courses that would qualify as “Other Geoscience” for the PGeo accreditation. The TSE was recently</p>

<p>Moreover, that the TSE contemplate accepting online geoscience courses offered at other institutions within Canada.</p> <p>Recommendation 8 That the geography program incorporate more global content in their courses and lab assignments and consider offering world regional courses.</p>	<ul style="list-style-type: none"> • Discuss whether TSE has considered accepting online geoscience courses offered at other institutions. • Determine if additional field-based experiences are required in EGEO. 		<p>approved to hire an Environmental Earth Scientist and so there is some potential that this new faculty member may develop courses in this area down the road.</p> <p>In fall of 2023, the TSE worked with the Dean to examine whether an online course in Structural Geology from another university could be offered in place of our course offering. Our conclusion was that it is preferable to maintain control over these courses and not rely on external universities to offer them.</p> <p>Recommendation 8: We have explored this recommendation and do not have the capacity to add new Geography courses with global content. We note that several adjacent programs (e.g. ERST, Climate change) have courses with global content.</p>
<p>Recommendation 6 That the TSE consider student representation at regular program meetings.</p>	<p>That the TSE reviews its membership composition for departmental meetings with the goal to add a student voice to those meetings.</p> <p>The Implementation Report should provide an update on the inclusion of students on departmental committees.</p>	<p>For start of departmental committees – September 2023.</p>	<p>Recommendation 6: We continue to discuss how best to include students in the governance of the TSE. Each TSE program has student groups who participate in the work of the program (e.g., SAFS, Ecol Restoration, TEGS) but we have not yet arrived at a mechanism to elect/select students and fairly represent all the programs in the TSE.</p>
<p>Recommendation 7 That CUPE instructors be provided with faculty mentors, a course instructor guidebook, and that the TSE institute regular meetings with CUPE instructors.</p>	<p>No follow up required.</p> <p>The TSE already has a mentor and instructional program in place.</p>		
<p>Marketing Recommendation 9 That the university recruitment team</p>	<p>That TSE liaises with Trent recruitment/communication teams to optimize advertising and recruiting</p>	<p>Ongoing</p>	<p>The TSE worked closely with the Communications department to revamp and revitalize our TSE Viewbook in summer 2023. The TSE</p>

<p>coordinate with the TSE in developing new approaches for advertising the EGEO [and GEOG] programs.</p> <p>Recommendation 11 That TSE explore a name change for Geography based on declining enrolment.</p>	<p>for EGEO and GEOG degrees.</p> <p>That TSE discuss whether changing the name of Geography would increase student enrolment in the program.</p> <p>The Implementation Report should outline any new approaches to advertising the degree programs and the results from discussions on changing the name of Geography.</p>		<p>continues to meet with the Trent Recruitment team each summer and participates actively in all Trent Open Houses (including lab tours). The TSE continues to work with External Relations and Advancement to communicate our activities with prospective students and community partners.</p> <p>Recommendation 11: We continue to informally discuss this but have not had any formal discussions about changing the name of the Geography program. We do note that our recently approved tenure track position has been labelled “Environmental Earth System Sciences” rather than Physical Geography.</p>
<p>Recommendation 10 That the School set up a plan to monitor and assess their degree programs as well as to re-examine their commitment to the Circumpolar Diploma in lieu of a new institutional wide budget strategy.</p>	<p>No follow up required.</p> <p>This is an ongoing process within the School.</p> <p>The School regularly monitors and assesses programs offered, including resources, supports and enrolments. CPRC applauds the School in this area and encourages continued monitoring of enrolment growth and the value of service teaching.</p> <p>The Circumpolar Diploma falls outside the purview of the review however it is evident that there is value in continuing the Diploma as students are boosting the enrolment in a number of Geography courses.</p>		

5. Implementation Report – Child and Youth Studies

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee’s review, the external review process of CHYS is now complete.

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Timeline	Describe the Follow-Up Taken in Addressing the Recommendation
<p>Recommendation 1 That the faculty complement be increased to offer needed and relevant research methodology courses to contribute to the viability and maintenance of the program.</p>	<p>No follow up required.</p> <p>Hiring requests are included in Annual Department/Program Staffing plans, and approved in the budget process.</p>		
<p>Recommendation 2 That the program holds a retreat to review and reflect upon the program, to ensure that the foundations are in place to support current operations and any future growth. The program should consider current and future resourcing, and determine target areas for development including:</p> <ul style="list-style-type: none"> • research methodologies • offering of electives • community-based opportunities • courses in technology/social media and other forms of youth culture • increased spring/summer offerings 	<p>While hiring requests are dealt with as noted above, the Program is required to work on a multi-year plan as part of Trent’s academic planning process. This planning should include ongoing curriculum review.</p> <p>The Program is encouraged to hold a Retreat to review and reflect on those aspects of the Program identified in the External Reviewers’ Report, including curriculum review.</p> <p>Curriculum changes, along with other program changes or modifications should be indicated in the Implementation Report.</p>	<p>Curriculum changes should be implemented for September 2024.</p> <p>Status of Recommendation will be reported in the April 1, 2024 Implementation Report.</p>	<p>CHYS Retreat Summary As recommended by the external reviewers, we held a CHYS Curriculum Review Retreat. The full day event that took place on August 30th, 2023 focused on reviewing current curriculum gaps and devising solutions on how to remedy the gaps and/or propose curriculum improvements.</p> <p>The following outlines changes that have been implemented:</p> <ul style="list-style-type: none"> • Two fourth year research focused courses were developed, CHYS 4900H: Reading Course in Child and Youth Studies, and CHYS 4905H, 4906H: Research Practicum. Some of the identified practicum opportunities are tied to community-based learning.


	<p>The Implementation Report should outline outcomes following the retreat:</p> <ul style="list-style-type: none"> • Current areas of development • Current and future resource needs • Curriculum revisions • Research methodologies and how the program will build this across curriculum • Community-based opportunities • Development of courses in technology/social media and youth culture • Decision around increasing spring/summer offerings 		<ul style="list-style-type: none"> • A new second year elective CHYS 2007H: Children and Youth's Residential Services: Continuum of Care, has recently been added: CHYS 2007H: Children and Youth's Residential Services: Continuum of Care. • A new fourth year seminar, CHYS 4006H: Health Inequalities Among Children and Youth has been added as well. <p>Planned Changes We continue to work towards building research methodologies and statistics in the program. The existing Research Methods course has been modified, an additional 0.5 research methods course will be added (2025-26) to support an advanced statistics course (to be added in 2026-27).</p> <p>Next Steps To develop speciality/ elective courses based on expertise of new CHYS faculty. We continue to focus on offering the core courses needed to fulfil program requirements, and plan to build on these courses further as faculty complement grows.</p>
<p>Recommendation 3 That the Program review its relationship to and dependence on Education, and consider promoting itself as more than a pathway to education. The program should consider marketing the Program away from education to highlight and identify</p>	<p>Spaces in Education seem sufficient to meet current demand.</p> <p>The department will use the retreat and other planning opportunities to investigate ways to promote career goals beyond teacher education and alternative pathways.</p>	<p>New marketing approach in place for September 2024.</p>	<ul style="list-style-type: none"> • We have seen CHYS majors pursuing a range of post-graduate programs beyond Education, such as CHYS masters, counselling, and Master programs in related disciplines. • We are planning to meet with marketing to interview/feature our graduates in the various roles.

career goals, and to diversify its student body.	<p>The Program should consider working with Marketing and Recruitment.</p> <p>The Implementation Report will identify initiatives undertaken.</p>		<ul style="list-style-type: none"> • A new tenure track research tracked faculty member was hired in 2022 and will support the program. • CHYS majors will begin to explore various research and/or policy focused post graduate degrees and/or careers.
<p>Recommendation 4 That the Program place increased focus on research as part of student learning and faculty professional development, and consider how research methods and methodological instruction can be incorporated across the program, specifically focussing on where this training happens and at what level.</p>	<p>Faculty are encouraged to seek further research grants, internally and externally, and to include students as part of research teams where possible.</p> <p>An increased focus on research methodologies can be considered as part of curriculum review.</p> <p>The Implementation Report should:</p> <ul style="list-style-type: none"> • Indicate faculty grant applications and success, and research activities involving students • Describe how curriculum will be revised to incorporate research methods and methodological instruction 	Curriculum revisions should be in place for September 2024 and reported in the April 2024 Implementation Report.	<ul style="list-style-type: none"> • With the addition of faculty members to this program, students will have increased opportunities to participate in research activities. • Faculty have been successful in their grant applications, and have actively involved students. • Recommendation 2 addresses the need to incorporated increased research methods into the curriculum.

6. Final Assessment Report – Canadian Studies

Completed by the Cyclical Program Review Committee (CPRC).

Degree Programs Being Reviewed	PhD Canadian Studies
External Reviewers	Dr. Andrea Beverley, Mount Allison University Dr. Gabrielle Slowey, York University
Internal Representative	Dr. Antonio Cazorla-Sanchez, Trent University
Year of Review	2022-23
Date of Site Visit	Nov 28 – 30, 2022

Due Date for Implementation Report from the Program	April 1, 2025
Date Prepared by CPRC	April 24, 2024
Date Approved by Provost & VP Academic	May 1, 2024
Signature of Provost & VP Academic	

Trent University has played an influential role in the field of Canadian Studies and has a well-established reputation for excellence and innovation. Supported by the Frost Centre for Canadian and Indigenous Studies, the PhD in Canadian Studies draws upon on faculty from the humanities, social sciences, and other interdisciplinary fields. The Canadian Studies PhD program offers a unique and exciting graduate school experience that brings together scholars and students from the local, national, and international community. Trent prides itself on developing a collegial and collaborative atmosphere between students and faculty, which is readily fostered by the Frost Centre for Canadian Studies and Indigenous Studies.

Overview

The Canadian Studies PhD program, at the time of review, was a joint program with Carleton University. Based on External Reviewers’ Recommendation 1, and current experiences within the Program, it was agreed upon by both partners that each post-secondary institution would offer a stand-alone program, independent from one another. This change will take effect May 1, 2024.

During the 2022-2023 academic year, the PhD in Canadian Studies program underwent a review. Two arm’s-length external reviewers, Dr. Andrea Beverley, Mount Allison University and Dr. Gabrielle Slowey, York University were invited to review the self-study documentation. The site visit took place on Nov 28 – 30, 2022. Dr. Antonio Cazorla-Sanchez from the Department of History was the internal representative and participated in the site visit.

This Final Assessment Report (FAR), in accordance with Trent University’s Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the degree programs. The report considers: the Self-Study, the External Reviewers’ Report, the Program Response, and the Decanal Response.

A summary of the review process is as follows: the academic unit completed a self-study that addressed all components of the evaluation criteria as outlined in Trent’s IQAP. Appendices included: Curriculum Vitae, Course Syllabi, Data Tables, Student and Alumni Surveys and a Library Statement of Support. Qualified external reviewers were invited to conduct a review of the programs that involved a review of all relevant documentation (self-studies, appendices, and IQAP policy) and participation in a virtual visit. During the virtual site visit, reviewers met with senior administration, faculty, students and staff.

The External Reviewers' Report outlines several recommendations that were clearly designated as Trent, Carleton or both. The Office of the Provost reviewed the Report and identified eleven (11) recommendations that were directly relevant to Trent University. Based on the plan to dissolve the Trent-Carleton partnership related to this degree, the Program and Deans were requested to provide responses to the Report, and specifically these eleven recommendations. This Assessment Report will focus only on these eleven recommendations.

Based on the four review documents, the Cyclical Program Review Committee (CPRC) reviewed and assessed the quality of the degree programs and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations. The Implementation Plan identifies four (4) recommendations for implementation and specifies the proposed follow-up and the person(s) responsible for leading the follow-up. The Academic Unit, in consultation with their Dean, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due April 1, 2025.

Significant Program Strengths

A strength of Trent's program is the diversity of faculty that contribute to the PhD program providing an interdisciplinary approach to the study of Canadian Studies. Faculty participating in the Program come from The School for the Study of Canada, The School of the Environment, The Chanie Wenjack School of Indigenous Studies, School of Business, Education, and Gender & Social Justice. The inclusion of faculty from cognate departments provides increased capacity for study in areas such as the environment, communications, the North, social justice and intersections of gender. Currently, the Program includes Canada Research Chairs in the areas of the Canadian North, sociology and social justice, all active contributors to the Program.

The value of the Program has been noted by students who benefit from engaging with diverse literatures, methodologies and theoretical frameworks to gain an interdisciplinary understanding of Canada.

As noted above, the PhD Program is supported by the Frost Centre for Canadian and Indigenous Studies, a designated Research Centre that promotes and funds new research initiatives. The Centre sponsors colloquia, conferences, and workshops that provides increased opportunities for student/faculty collaboration and engagement.

At graduation, students are well positioned to be successful in any number of careers including research, policy, government, non-profit, journalism, and social work.

Opportunities for Program Improvement and Enhancement

- One significant opportunity is to offer a strong stand-alone program that showcases Trent's commitment to providing a leading education in Canadian Studies.
- The Program will continue to seek and promote ways in which students gain career development and professional skills that support careers in academic and beyond. Critical areas for

development include pedagogy, methodologies, and professional skills to ensure that our students are career ready. Graduate Studies should explore opportunities to partner with departments within the University to offer additional seminars and workshops.

- The Program should take this opportunity to revisit programming to identify areas of development or growth that students might identify as desirable areas of study.
- As indicated by the Reviewers, Recommendation #7, there is opportunity for the Program to review the diversity of faculty approaches (diverse frameworks and perspectives around race, gender, etc.) and perspectives (what is Canadian studies and what is being taught today?) with the aim of fostering an appropriate intellectual climate to sustain the program and promote innovation.
- As noted by the reviewers, there is opportunity to revisit marketing materials, e.g., website and Viewbook, to highlight program’s strengths for potential students.

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Specific Timeline	Position Responsible for Leading Follow-up
<p>Recommendation 1 That the joint program between Trent University and Carleton University be dissolved. The current structure be terminated, and each institution be encouraged to explore ways to potentially offer stand-alone, quality PhD programs independent of one another.</p>	<p>No follow-up report is required. This process falls outside the cyclical review process, and is currently underway to be effective May 1, 2024.</p>		
<p>Recommendation 2 That Trent University review its current language requirement to see how to make it more relevant and whether it should move beyond a bilingual English/French paradigm.</p>	<p>No follow-up report is required. The program has already moved beyond the French/English language binary.</p>		
<p>Recommendation 3 That the Program determine how to offer more graduate student training related to critical pedagogy, research methodologies, and career skills.</p>	<p>As part of the Implementation Report, the Program will provide an update on graduate student training.</p>	<p>Should be an ongoing discussion; update to be provided at time of reporting.</p>	<p>Program Director</p>
<p>Recommendation 4</p>	<p>The Program will review the</p>	<p>Should be</p>	<p>Program</p>

That the Program review the comprehensive process.	comprehensive process to determine how the exams can better reflect student’s academic and research needs. As well, the Program will develop more supports for students undertaking the process, and reorient the core colloquium to reflect a more relevant reading list. The Implementation Report will report on the outcomes of the review process.	implemented for 2025 – 2026.	Director
Recommendation 5 That the Program revise and align how its strengths are articulated across websites, learning outcomes, program priorities, and areas of study.	The Implementation Report should provide an update on actions taken.	Requires immediate attention and should be completed as soon as soon as possible.	Program Director
Recommendation 6 That admissions numbers be re-evaluated as the programs separate, evolve, and transform.	No follow-up report is required. The program capacity for student admission is currently based on supervisory capacity and the program functions well.		
Recommendation 7 That the Program increase the number of dedicated faculty to the Canadian Studies program and increase the diversity of faculty and perspectives/areas of research/expertise.	No follow-up is required. The Program has made efforts in this direction.		
Recommendation 8 That the Program explore new areas of development or growth based on student demand.	The Implementation Report will identify any areas of growth identified by students.	Update will be provided by April 1, 2025.	Program Director
Recommendation 9 That the Program clarify supervisor roles/faculty.	No follow-up is required. Program policies and information for students have been updated.		
Recommendation 10 That the Program monitor graduate levels of funding and make their students aware of, and encourage and support	No follow-up is required. Students are well-funded from the program, new scholarship opportunities are consistently sought		

<p>students in applying for external funding opportunities.</p>	<p>out, and funding offers are clearly communicated at the outset of the program.</p> <p>The Program is encouraged to find ways to celebrate their students.</p>		
<p>Recommendation 11 That the Program recognize the essential role played by program support staff.</p>	<p>No follow-up is required.</p> <p>This recommendation falls beyond the scope of the review.</p> <p>However, CPRC recognizes the importance of support staff and encourages the Program to consider how they could recognize their staff.</p>		